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HARD PLACES IN GRAMMAR

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WITH

1
A LARGE NUMBER OF CAREFULLY SELECTED
SENTENCES AND PASSAGES FOR
PRACTICE.

FOR THE USE OF TEACHERS AND STUDENTS OF THE HIGH
SCHOOLS AND OF THE PUBLIC SCHOOL LEAVING
AND CONTINUATION CLASSES.

BY

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PREFACE.

After several years' experience in teaching Grammar, and realizing the difficulties that attend the subject, both for teachers and for students, I have endeavored, by the careful arrangement of matter, by the grouping of facts, by pointed explanation and apt illustration, to throw some light on the "hard places," and to deal with the subject in such a way as will tend to arouse more interest in the study of Grammar, and help to lessen the distaste for the subject that is only too prevalent with students.

This little book is not professedly a full-treatment of the subject of English Grammar. As it is intended chiefly for advanced classes, much elementary work has been omitted. The matter is largely that which I had prepared for use with my classes in the High School.

It will be found to contain a fairly comprehensive treatment of English syntax, which, I consider, constitutes the most important feature of Grammar as an educative medium. Besides syntax, considerable matter will be found on verbs, verb phrases, infinitives and participles, that I hope will be helpful.

Sufficiently copious exercises accompany every step of the work, and a set of general exercises will be found at the end.

It is hoped that this book will be of valuable assistance to teachers, to High School students, and to the Public School Leaving and Continuation classes.

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HARD PLACES IN GRAMMAR MADE EASY.

SYNTAX.

1.—The word **syntax** means arrangement (Greek *syn*, together ; *taxis*, arrangement).

Syntax in Grammar is that part of it which deals with the **relations of words to one another** in a sentence.

2.—A **sentence** is a statement made about something : as, "The boy runs."

(i.) The **something**, 'boy,' is called the **Subject**.

(ii.) The **statement**, 'runs,' is called the **Predicate**.

Every sentence must have these **two parts**.

(i.) The **Subject** is **what we speak about**.

(ii.) The **Predicate** is **what we say** about the subject.

3.—The **relations** existing between words and groups of words in a sentence may be generally stated thus :

(i.) The **Subject-Predicate Relation**.

This is that which subsists between the Subject and Predicate. This is the **primary relation** upon which all others are based.

(ii.) The **Attributive Relation**.

This is that relation which is borne to a **noun** or **pronoun** by any word or combination of words which **limits** or **defines** that noun or pronoun.

(iii.) The **Adverbial Relation**.

This is that which is borne to a **verb** or **adjective** by any word, or combination of words, which **limits** it or **narrows the range** of its signification.

(iv.) **The Objective Relation.**

This is that which is borne by a **noun** or **pronoun** when it stands for the **object** of the **action** described by the verb.

This relation is really one feature of the **adverbial** relation, yet because of its importance it gets a separate classification.

4.—To study these relations in detail we must consider each **Part of Speech** separately.

SYNTAX OF THE NOUN.

The syntax of the noun is its **case** relations.

The Nominative Case.

5.—There are the following varieties of the **Nominative Case of Nouns and Pronouns**.

(i.) **The Subject Nominative.**

The **subject** of a finite verb is put in the **Nominative Case**: as, "The boys (or they) came home."

Note 1.—A finite verb is characterized by **person**, **number**, and **tense**.

Note 2.—For special cases of **Subject Nominative**, see *High School Grammar*, page 287.

(ii.) **The Appositive Nominative.**

When one noun is added to **explain** or **describe** another noun, the former is said to be in **apposition**; and the two nouns are in the **same case**. Hence a noun in apposition to a noun in the **nominative case** will be the **Appositive Nominative**:

"Grant, the general (or General Grant), was there."

Note 1.—Sometimes we have several nouns, names of particulars, or descriptive names, in apposition to one general term. Each of the several nouns is said to be in **distributive apposition** to the general name, thus:—

"Thou speedest on thy subtle pinions,
The guide of homeless winds, and playmate of the waves."

This general term is often but a summary of the particulars mentioned before or after, thus :—

"Three firm friends, himself, his Maker,
and the Angel Death."

Note 2.—Sometimes we have an appositive connective, thus :—

The city of Toronto.
As a ruler he was beloved by all.

(iii.) The Predicate Nominative.

The noun or pronoun which forms the completion of an **incomplete predicate** and modifies the **subject nominative** is said to be in the **predicate nominative case**, as :—

"They are good men." "I am he."

(For verbs of incomplete predication, see 151).

(iv.) The Nominative Absolute.

A noun or pronoun along with an appositive adjective, or its equivalent, is sometimes used in the nominative case **absolutely**, the phrase having an **adverbial** force and expressing some **accompanying circumstance** or **condition** of the action : as,—

"The sun having risen, we set out." The noun 'sun' does not have its relation to what it qualifies denoted either by **case-form** or by a **connecting word**. It is hence called **absolute** (**ab-**from, and **solvere**-to cut loose) because it is **out loose** or **stands apart** from the word it modifies.

The noun in the nominative absolute and its adjuncts make an **absolute phrase** which has usually an **adverbial** relation to the predicate.

(v.) The Nominative of Address.

"I welcome you, good Masters."

The nominative of address is **interjectional** in its nature and really **forms no part** of a logical sentence.

Exercise.

6. — Point out instances of the **nominative case** in the following and state its nature in each example.

1. Darkness coming on, the wanderers quickened their pace.
2. Milton ! thou shouldst be living at this hour.
3. The men are strangers.
4. Huxley, the scientist, is dead.
5. We shall pull towards you, Sir Knight.
6. The boys are considered good players, (5 iii.).
7. I crossed the moor, the snow falling heavily.
8. They sleep side by side, (5 iv.).
9. He lay down, his heart heavy with sorrow.
10. Rule, Britannia, rule the waves.
11. He became a man, (5 iii.).
12. They went hand in hand.
13. We have been soldiers.
14. Smith, the storekeeper, went by to-day.
15. My son, forget not my law.
16. He comes, the herald of a noisy world.
17. The Misses Brown are here, (5, ii.).
18. Colonel White came last night.
19. Mr. Jones sent for me, (5, ii.).

The Objective Case.

1. — The **Objective Case** is that case of a noun or pronoun that is governed by a transitive verb or by a preposition ; *e.g.*, "He left his **hat**." "He is fond of **books**."

Infinitives and participles of transitive verbs also govern the objective.

8. — Some **intransitive verbs** take an object in certain peculiar constructions, as :—

(i.) The **Cognate object**, when the objective has a similar or cognate meaning to that of the verb. "He ran a **race**." "I went an **errand**."

(ii.) The **Impersonal object** it. "Come and trip it as you go."

(iii.) **Object of Verb used in the Factitive Sense.** A verb that is taken in the sense of producing a certain effect by the action expressed is called **factitive** ; *e.g.*, "He walked (*i.e.*, caused to walk) his horse." "He marched his **men**."

(iv.) Sometimes a **Reflexive object**. She sat her down to sew.

9.—The Direct and Indirect Objective.

The **Direct object** answers the question **Whom?** or **What?** The **Indirect** answers the question **To whom?** **To what?** or **For whom?** **For what?** Thus, He gave me a cent. **What** did he give? A cent. **To whom** did he give it? **Me.**

10.—The **Indirect object** is usually found in conjunction with the **direct**; but is sometimes used alone, as:—

(i.) After the adjectives and adverbs, **nigh**, **near**, **nearer**, **next**, **like**, and **unlike**. For example, "He is like **me**." These words have the **prepositional value of to**—(**like me = like (to) me**; **next him = next to him**); hence they govern the **Indirect object**.

(ii.) After **verbs** that usually take both the **direct** and **indirect**, as, "He paid the **man**," 'man' is **indirect** meaning '**to the man**.' This is clearly seen by supplying the **direct**, thus: He paid the man his **wages**. So also; I forgave **him** (his faults).

11. The **Appositive Objective**—(See 5, ii.). "I gave Smith, the **baker**, some money."

12. The **Double Objective**.—There are **two** instances in which verbs are followed by **two objectives meaning different things**. These are:

(i.) The **Direct and Indirect**, as, "He gave **me** **that**." "He made **me** a coat."

Remember that the relation of the **indirect object** may be, and often is, expressed by the prepositions **to** or **for**. (See 9). But it is wrong to suppose that **to** or **for** is left out and is to be supplied. For example, it is wrong to say that "**me**" in the above sentence "is in the objective case governed by the preposition **for** understood" We must say that "it is in the objective case being the **indirect object** of '**made**.'"

(ii.) **Two Direct Objects**.—Sometimes there are **two substantives meaning different things, both of which are directly affected** by the action of the verb, thus:—

"He struck **me** a blow."

The relation of neither 'me' or 'blow' can be expressed by the prepositions **to** or **for**; hence **neither** is **indirect**. Observe that one is the **direct object** of the **person**, while the other is a **Factitive object**—an object that expresses the **thing produced by, or the result of, the action**.

Other examples are :—

"I heard **him** (obj. of person) his **lesson** (Factitive obj.)."

"He asked **me** a question."

13.—The Double Objective in the Passive.

When the sentence is made **passive**, one object becomes the **subject**, the other remains and is called the **Retained Object**; thus :

"I was asked a **question**," or "A **question** was asked **me**," 'Question' and 'me' are **retained objects**. So also in : "A **book** was given **me**," or "I was given a **book**."

Remember that it is only with the **double objective** that we can have an **objective case** governed by a **passive verb**.

14.—The Objective Predicate Noun.

A noun that **completes the predicate**, and also **modifies the object** is called an **Objective Predicate Noun**; as,

"They made him **captain**."

'Captain' forms the **completion** of the incomplete predicate 'made' and **describes 'him'**, the object.

This construction of the noun is found after the verbs **make, call, choose, elect**, and some others; thus,

"We call him **Jack**," "They chose her **queen**."

Observe that the objective noun or pronoun **him** and **her** is not governed by the simple verb **call** and **chose**, but by the phrase **call Jack** and **chose queen**. This is true of all examples of the objective predicate. (See *Analysis* 155, v.).

Caution.—Be careful not to confuse this construction with the "two direct object" construction (12, ii.)

Remember that two **direct objects** refer to **different** persons or things. Observe also the difference when made passive (15).

15.—The **Objective Predicate noun** or **pronoun** becomes the **Predicate nominative** when the sentence is made **passive**; as, "He was made **captain**," "She was chosen **queen**." (See 5, iii. and *Analysis*. 155).

16.—The **Objective Subject** of an **Infinitive**.

The **subject** of an **infinitive** is always in the **objective** case; thus, "I made **him** do it."

Observe that '**made**' has for its object the phrase '**him do it**' (called elsewhere **Complex Object**. See 155, vi.). The **subject** of this objective phrase is '**him**,' which is called the **objective subject**. So also in, I want that **work** to be done; Let **him** do it; That makes **him** seem foolish. It was a shame for the **man** to act thus.

17.—The **predicate objective noun** or **pronoun**.

Care must be taken to distinguish this from **object predicate**. The **predicate objective** is always found after an **infinitive** (expressed or understood) of a **verb** which makes an **incomplete predicate**, as, **be, seen, appear**, etc. (See 151). For example:

"I know him to be an **expert**."

"That makes him **seem** a **philosopher**."

The **predicate objective** is analogous to the **predicate nominative** and results from the principle, that "**verbs of incomplete predication, be, become, seem, etc., take the same case after them as before.**"

Thus, in the sentence, "He is an **expert**," we say that '**expert**' is **predicate nominative** because it is in the predicate relation to the **nominative subject**, 'he'; so in, "I know him to be an **expert**," we say that '**expert**' is **predicate objective** being in the predicate relation to the **objective subject** '**him**' of the infinitive 'to be.'

NOTE 1.—Sometimes the infinite is understood, thus, I consider him (to be) a rogue. Observe that 'rogue' does not complete the main predicate 'consider' but it completes the infinitive 'to be' the predicate of complex object (see 16). Thus it is to be distinguished from the objective predicate.

Observe this difference in, "I deem it a failure," and "They elected him president."

NOTE 2.—The predicate objective like the objective predicate becomes the predicate nominative when the sentence is made passive; thus,

"He is known to be an expert."

'Expert' is pred. nom. because in the predicate relation to 'he' and forming the completion of the incomplete verb phrase 'is known to be.'

18.—The adverbial objective.

Under this head is to be classed a noun that has an adverbial value. There are the following instances:

(i.) The most common examples are nouns that express measure of time, distance, value, etc.; as, "It cost five cents." "He walked a mile." "He lived only a few hours."

(ii.) But the adverbial objective also expresses the time at which, the place on which, and (rarely) manner: Thus,

"It happened last week." "The ship sails the ocean." "He came full speed." "Have it your own way."

NOTE.—The adverbial objective may modify a verb, an adjective or an adverb. Thus, He sat an hour, (mod. sat). It is two feet (mod. wide) wide. He did it a great deal (mod. better) better.

EXERCISES.

19.—In the following exercises:

(a) Point out the nouns and pronouns in the objective case and give their exact relation.

(b) In the case of a double objective, an objective predicate or predicate objective, turn the sentences into the passive and show the relation of the nouns.

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1. Leaving the road he struck into the forest. 2. He told me to take that to the shop. 3. Let me die the death of the righteous. 4. They frolic it along. 5. He rained shells upon the city. 6. The floor ran blood. 7. He ran the gauntlet (a sort of race), and the streets ran rivers (cognate) of blood. 8. Grace me no grace and uncle me no uncle. 9. They yawned their jaws out of joint. 10. Death grinned a ghastly smile. 11. He footed it to town.

II.

1. He gave his parents no tremulous anxiety. 2. He is like you. 3. He taught me grammar. 4. He heard him his lessons. 5. What is it like? He did not tell us. 6. He dealt the man a blow. 7. We could raise you 500 soldiers. 8. Answer me the question. 9. His industry made him a great name. 10. Shall I tell you a story?

III.

1. They call him Jack. 2. He heard the wind roar through the trees. 3. I wish you to come to-morrow. 4. I felt the air fan my cheek. 5. It is too late for travellers. 6. I like a knave to meet with his deserts. 7. He ordered the man to wait. 8. I believe it to be the truth. 9. They desire me to become a doctor. 10. He had me make a coat for him. 11. He bade him go to the dogs. 12. They gave him greeting loud.

IV.

1. They felt the timbers crack. 2. A Roman's life, a Roman's arms take thou in charge this day. 3. They saw her crest appear. 4. I would have you cherish the goodly heritage. 5. The wind sets fair for news to go to Ireland. 6. Now call me the chief of the harem-guard. 7. We can walk it perfectly well ; we want no coach to carry us now. 8. He sighed a sigh and prayed a prayer. 9. From them I go this uncouth errand sole. 10. I warrant him a warrior tried. 11. I must not see thee, Osman's bride. 12. They found the language a barbarous jargon.

V.

(c) In the case of an adverbial objective, state the word it modifies.

1. We returned another way. 2. He stayed there all the summer. 3. I waited days and days for him. 4. He wore the same dress summer and winter. 5. The ship drove full sail. He came post haste. 6. I don't care a button for him. 7. He came night after night. 8. They bound him hand and foot. 9. She is six years old. 10. He is just my age. 11. He travelled a day and a night. 12. The stone weighed three pounds. 13. They fell upon him tooth and nail. 14. They turned out the Turks, bag and baggage. 15. What does it matter? It matters a good deal. 16. How many miles did you travel? 17. What day did you come? I came last Monday.

SYNTAX OF THE ADJECTIVE.

20.—The adjective modifies the noun in **one of three ways**.

(i.) **Attributively.**

When the adjective is **directly** attached to, the noun it is the **attributive** adjective; as,
"A good man."

(ii.) **Appositively.**

When the adjective is **indirectly** attached to the noun, and partakes of the nature of an **appositive** noun, it is the **appositive** adjective;—
"All poetry, ancient and modern."

(iii.) **Predicatively.**

When the adjective is connected with the noun as **forming part of the predicate** it is the **predicate** adjective; as,

"He is good."

Just as with nouns, there are **three** different instances of the **adjective** in the **predicate relation**.

(a) The **predicate (subjective) adjective**.—That is when the adjective **completes** the **predicate** and **modifies** the **subject** (nominative); thus,

"He is good"; "We shall be happy" (see 5, iii.).

(b) The **predicate objective adjective**.—That is when an adjective completes the **objective predicate** (an infinitive or participle) and **modifies** the **objective subject**; thus,

"I want him to appear decent."

Observe that 'decent' forms the completion of the incomplete infinitive "to appear," and modifies 'him' (see 17). Other examples are :—"I think him (to be) foolish"; "I saw it grow dark."

(c) The **objective predicate adjective**.—That is when the adjective completes the **predicate** (proper) and modifies the **object**; thus,

"He made me **angry**."

Observe that 'angry' completes the **bare predicate** 'made' and modifies the **object** 'me' (see 14).

Other examples are :—"He holds the reins **tight**."
"He rubbed himself **dry**."

21.—**Adjectives** in the **appositive** and in the **predicate** relation may **modify pronouns**, but the attributive cannot do so; thus,

"We are **happy**;" "Bold and **courageous**, he was beloved by the soldiers."

22.—The **predicate adjective** with **adverbial function**.

After some **incomplete** verbs, especially those of **state** or **motion**, the adjective **distributes** its qualifying force between the **subject** and **predicate**; thus, in

"He stands **firm**," "My blood runs **cold**," the adjectives not only describe the subjects, but also modify the verbs. Such may be called **adverbial predicate adjectives**.

23.—An adjective may be used as an **avderb** in poetry; as,

"The green trees whispered **low** and **mild**."

24.—An adjective may be used also as a **noun**; as, the **true**; the **good**; the **brave**.

25.—**Uses of the comparative and superlative**.

(i.) The **comparative degree** of the adjective is employed when **two things** or **two sets** of things are compared; as,

"James is **taller** than I."

(ii.) The **superlative** is used when **three or more** things are compared; as,

"He is the **tallest** of the boys."

(iii.) The **comparative** is **exclusive**.

When several things are compared, the comparative may be used when those things **are taken in pairs**; thus, in "John is **taller** than any other boy in the class," the idea is that John, when paired with each of the other boys, is found to be taller than any **one** of them.

But we must be careful to **exclude** John from the other boys, else we shall compare him with **himself**. This is done by the word 'other,' without which the sentence would be incorrect. Hence the comparative degree is said to be **exclusive**.

(iv.) The **superlative** is **inclusive**.

"John is the **tallest** boy in the class."

Here John is not thought of apart, but as one of the group. Hence the superlative degree is said to be **inclusive**.

(v.) The **superlative absolute**.

Frequently the superlative is used to express that a thing possesses a quality in a **very high** degree, **without implying** any **comparison**; as,

"There all around the **gentlest** breezes stray."

(For the classification of the adjective, see H. S. Grammar).

EXERCISE.

6.—Point out and parse the adjectives in the following:—

For example—1. "For these reasons **avowed** and **secret**."

Avowed—A qualitative adjective mod. reasons appositively.

2. "This makes me **tired**."

Tired—A qualitative adjective in the objective predicate relation mod. me. *positive degree.*

1. Young, handsome, and clever, the page was the darling of the house. 2. Since he was young, handsome, and clever, the page was admired. 3. He lay down, his heart heavy with sorrow. 4. Amazed, confused, he found his power expired. 5. Raw in the field the rude militia swarmed. 6. You are livelier than we. 7. All looks yellow to the jaundiced eye. 8. With him lay dead (22) both hope and pride. 9. This act shows terrible and grim. 10. Ardent and intrepid on the field

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his power expired.
armed. 6. You are
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pride. 9. This act
intrepid on the field

of battle, Monmouth was everywhere else effeminate and irresolute. 11. By forms unfashioned, fresh from nature's hand. 12. That independence Britons prize too high.

13. Hence should one order disproportion'd grow,
Its double weight must ruin all below.

14. Calm is my soul, nor apt to rise in arms. 15. We considered him very clever. 16. All present thought him odd. 17. And slow and sure comes up the golden year. 18. 'Tis but a step from the sublime to the ridiculous. 19. A little ere the mightiest Julius fell. 20. She carries her head high. 21. He struck the man dead. 22. You have made your hands dirty. 23. Shame has struck him dumb. 24. The boys left the gate open. 25. I ordered him to be ready. 26. They advised him to get married. 27. I saw it become dark. 28. I felt it grow colder. 29. I shall speak whatever I may see fit to say.

The Possessive Case.

27.—The Possessive Case of the noun (or pronoun) shows that something **belongs to**, or is **connected with** the person or thing for which it stands. Thus, 'John's book.' 'John's' shows that a **book belongs** to a person called John.

A **day's** journey. 'Day's' shows that a **journey is connected with** the idea **day**.

(For the Inflection of the Possessive, see High School Grammar).

28.—The meaning of the possessive case may be expressed by means of the preposition **of** with the **objective case**. Thus, for "My father's house" we may say "The house **of my father**."

29.—The Possessive Case has the value of an adjective in its relations; thus,

(i.) The **attributive** relation :—

"John's book"; "his work"; "my lesson."

(ii.) The **predicate** relation :—

"The book is John's"; "The work is his"; "This lesson is mine."

(iii.) The **objective predicate** relation :—

"He made the farm John's."

(iv.) The **predicate objective relation** :—
 "I found the work to be **yours**."

(v.) The **appositive relation** :—

"That crown, the **king's**, is set with jewels."

(vi.) An **adjective used as a noun** :—

"He went to **Simpson's**."

Under this head the possessive has a peculiar construction with **of**; thus:—"A book **of John's**"; "A friend **of mine**"; "A dog **of his**."

This may be explained as the possessive used as a **noun in apposition**, the two nouns being joined by the **appositive connective of**. Compare the expression, "The **city of Toronto**."

EXERCISE.

30.—Point out the **possessive** nouns and pronouns in the following, and show the relation of each.

Caution.—In such a sentence as "I have Mary's book," do not make the absurd mistake of saying that 'Mary's' is a noun in the possessive case **possessing** 'book.' Say, rather, **modifying** book.

1. And Zion's daughters poured their lays with priest's and warrior's voice between.
2. My father-in-law's house.
3. Robertson and Reid's office.
4. And love's and friendship's finely pointed dart.
5. The earth is the Lord's.
6. That is Madam Lucy, my master's mistress's maid.
7. The lieutenant's last day's march is over.
8. Do not blame Silvia thine.
9. Man's life is cheap as beast's.
10. I was taken to a new toy of his and the Squire's, which he termed the falconry.
11. Letters came last night to a dear friend of the good Duke of York's.
12. This toil of ours should be worth of thine.

SYNTAX OF THE PRONOUN.

31.—A pronoun must agree with its antecedent in gender, number, and person.

The case is determined by the construction of the clause in which the pronoun occurs; thus in

"I am going to see John; he is my cousin," 'he' is 3rd singular, masculine, in agreement with antecedent 'John,' but in the nominative case, subject of 'is'; while 'John' is in the objective case.

If a pronoun happens to coincide in case with its antecedent, it is mere accident, not grammatical agreement.

32.—The nominative and objective cases are constructed as in nouns. (*See Syntax of Noun*).

33.—The possessive cases have become adjectives, and are called pronominal adjectives. (*See Classification in High School Grammar. See, also, 29*).

Uses of Personal Pronouns.

34.—(i.) I, my, mine, me, refer to the speaker alone. We, our, ours, us, refer to a pair group or company of which the speaker is one.

When the speaker is a sovereign, an editor or contributor to a periodical, the plural forms we, our, us, are sometimes used by the single speaker of himself; thus:—"We, Victoria, Queen of England."

(ii.) You, your, and yours, refer either to a single person or to a number of persons addressed.

The old forms, thou, thy, thine, thee, ye, are not in common use, but are found in solemn and impassioned forms of address, especially in prayer and in poetry.

(iii.) The possessive forms, my, thy, her, our, your, their, are used as attributive adjectives; thus, "This is my house"; "I have your book."

But mine, thine, hers, ours, yours, theirs, are used as:—

1. **Predicative adjectives**; thus,
 "This house is **mine**"; "It shall be **ours**."

2. **Substantives** (*i.e. as nouns*). (See 29, vi.) ; thus,
 "Mine is better than **yours**."

Note.—**Mine** and **thine** are used attributively in poetry and in **English Bible**, with nouns that begin with a vowel or silent 'h'; thus,

Mine own; **thine** honor.

EXERCISE.

35.—Give the **case** and **relation** of the **pronouns** in the following, and state the **reason** for using the **less regular** forms that occur.

1. King Lear says :—"Know that we have divided in three our kingdom. 2. Plato, thou reasonest well. 3. Thy kingdom come. 4. All hail! ye genuine kings. 5. Mine eyes are holden. 6. Have you seen ours? 7. Give every man thine ear, but few thy voice. 8. I shall take your books and you take theirs. 9. He is a friend of mine. 10. Take away those books of yours. 11. Put mine beside yours. 12. Who knoweth the power of thine anger?"

36.—The demonstrative pronoun 'it' has a variety of special uses.

(i.) **Representative subject**, when it stands for a **phrase** or **clause** which is the **real subject**, and which is put **after** the verb; thus,

"It is not hard **to do that**." 'It' represents the **real subject** 'to do that.'

So also in "It is a question **whether he will come** or not."

(ii.) **Representative object**, when it stands for a **phrase** or **clause** which is the **real object**; thus,

"I think it too bad **that he did not come**." (See 155, vii.)

(iii.) **Impersonal subject**, when it **helps** the verb to express an action or condition **without reference** to an **actor**; thus,

"It rains"; "It is ten o'clock."

(iv.) **Impersonal object**, when it stands for no **real** object; thus,

"Come and trip **it** as you go"; "He walked **it** to the city."

EXERCISE.

State the **case**, and give the **use** of 'it' in the following:—

1. It is not expected that they should do so. 2. This opinion is just, but it is possible to rely on it too long. 3. It is easier to talk of humility than to feel it. 4. It must be owned that he was industrious. 5. It is very hard to do that. 6. He lorded it over them. 7. They footed it to town. 8. It is time to go. 9. I think it a shame that he deceived us. 10. I consider it wrong to do so.

37.—Uses of the compounds of personal pronouns.

The words **self** (singular) and **selves** (plural) are added to **my, thy, our, your, him, her, it, and them**, to make a class of **compound** pronouns. This compound has two uses:—

(i.) As a **reflexive object**; that is, an object denoting the **same** person or thing as the subject; as, "He hurt **himself**"; "She is ashamed of **herself**."

Simple pronouns are sometimes used reflexively; as, "He laid **him** down"

(ii.) For **emphasis**; thus,

"I can do it **myself**." 'Myself' is in apposition with and emphasizes 'I.'

Sometimes the emphatic form is found alone, the simple form being omitted; thus,

"None but (she) **herself**."

EXERCISE.

38.—Give the **case, relation, and use** of the compound pronouns in the following:—

1. He is good to himself. 2. You must go yourself. 3. Who but thyself my guide can be. 4. He does himself harm. 5. I myself will go. 6. No one was to blame but himself. 7. And I myself sometimes despise myself. 8. Mind yourself when crossing the bridge. 9. Manifest thyself unto me. 10. I tell you that which you yourselves do know. 11. Thyself shalt see the act.

Uses of the demonstratives **this** and **that**.

39.—This, that, with their plurals **these, those**, have the following uses:—

(i.) **This** refers to something near at hand; that to something farther away. Hence,

(ii.) In composition sometimes **this = the latter**, and **that = the former**; as,

"I will not barter English commerce for Irish slavery; **that** is not the price I would pay, nor is **this** the thing I would purchase."

(iii.) In composition, **this** may refer to backward or forward, **that** only forward.

EXERCISE.

Show the uses of **this, that, these, those**, in the following:—

1. — Reason raise o'er instinct as you can;
In **this** 'tis God directs, in **that** the man.
2. He took good care of his life; he knew **this** was safe. . 3. Virtue and vice are before you; **this** leads to misery, **that** to peace. 4. Some place the bliss in action, some in ease; those call it pleasure, and contentment **these**. 5. What he said was **this**: that he was acquainted with their manners. 6. To be or not to be, **that** is the question. 7. It was not possible to break the enemy's line. Hardy informed Nelson of **this**.

40.—The Relative Pronoun and Adjective.

A relative pronoun or a relative adjective has two functions: one is that of a word relating to an antecedent; the other is that of a conjunction joining to that antecedent the clause which it introduces.

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ame but himself. 7.
8. Mind yourself
hymself unto me. 10.
w. 11. Thyself shalt

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Adjective.

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41.—The relatives **who**, **whom**, and **that** are **always pronouns**. **Whose** is always an **adjective** ; while **which** and **what** may be either **pronouns** or **adjectives**.

42.—Uses of Relatives.

(i.) **Who**, **whose**, and **whom** are used of persons, as, "The boy **who** studies succeeds."

Which is used :—

(a) Of **things** and **creatures** other than persons, as, "The book **which** was hers."

(b) To refer to the **idea** expressed by a whole **sentence** ; as, "**He did not come**, **which** I greatly regret."

That is used :—

(a) In referring to either **persons** or **things** ; as, The boy **that** studies ; The book **that** is here.

(b) In referring to **both** persons and things at the same time ; as, The man and the dog **that** were here.

(ii.) Relatives are said to be **definite** or **indefinite** according as there **is** or **is not** an **antecedent** expressed in the sentence ; as,

"The man **whom** I saw is here." 'Whom' is **definite** for the antecedent, is 'man.' But in "I know **whom** you saw," **whom** is **indefinite**, there being no antecedent expressed.

With regard to the terms **definite** and **indefinite**, the relatives are classed as follows :—

1. **That** is **always** definite.

2. **What** is **always** indefinite.

3. **Who**, **whose**, **whom**, and **which**, may be either definite or indefinite.

(iii.) In connection with this, **remember** that a **definite** relative always introduces an **adjective** clause which **modifies** the **antecedent**, while an **indefinite** relative always introduces a **noun** clause.

Note (i.)—For the uses of *as* and *but as* relative pronouns, see 138 and 140.

Note (ii.)—Remember that the relative, like other pronouns, does not agree in case with the antecedent. (See 31).

43.—The **relative** is sometimes **omitted**, frequently when it is **objective**; as,

"There is the man (that or whom) I saw."

Occasionally when it is **nominative**; as,

"Here is a boy (that) can tell us about it."

Note.—For full treatment of relative '*that*,' see 134, iii.

44.—The **antecedent** is sometimes omitted; as,

"Whom the gods love die young."

Sometimes it is implied in a possessive adjective; as,

"**His** praise is lost who stays till all commend."

'Who' has for antecedent '**he**' implied in '*his*.'

EXERCISE.

45.—In this exercise:—(i.) Point out the **relative pronouns** and **adjectives**; (ii.) Give reason for the use of each in its connection; (iii.) Show whether definite or indefinite; (iv.) State the kind and relation of the clause that each introduces; (v.) Give the case and relation of each; (vi.) Supply relatives where necessary.

1. I got it from my brother that went away.
2. I saw what he was doing.
3. I know who did it.
4. He was not there, for which I am sorry.
5. We found the person of whom you wrote.
6. Certain there were who swore to the truth of this.
7. He is the same as he was.
8. There is no one but knows it.
9. Tell me who was there.
10. I remember the day that he came.
11. The lawyer, whose client I am, will defend me.
12. His will be the prize who wins the game.
13. What is it that you speak of?
14. Who cares what he does?
15. I have one that I think will do.

THE VERB.

46.—The **Verb** (Latin *verbum*, a word) is that part of speech by means of which we **make an assertion**.

Classification.

47.—Verbs are divided into two classes, **transitive** and **intransitive**.

(i.) A **transitive** verb denotes an action or feeling that **passes over** from the **doer** of the action to the **object** of it.

"The man **did** this"; "He **dislikes** me."

More briefly:—A **transitive verb** is a verb that **requires an object**.

(ii.) An **intransitive verb** denotes a state, feeling, or action that does **not** pass over, but which **terminates** in the doer or agent; as,

"He **runs**"; "The flower **smells** sweet."

(iii.) All **transitive** verbs may be used **intransitively**, while **intransitive** verbs may be **transitive** in some cases. (*For these cases, see 8*).

Inflections of Verbs.

48.—Verbs are inflected (*i.e., changed in form*) to mark **voice, mood, tense, number, and person**.

Voice.

49.—**Voice** is that form of the verb by which we show whether the **subject** of the statement denotes the **doer** of the action, or the **object** of the action expressed by the verb.

50.—There are two voices—the **Active** and the **Passive**.

In the active voice the subject stands for the **doer** of the action; in the passive the subject stands for the **object** of the action; thus,

Active—"He cuts the wood." Passive—"The wood is cut by him."

Note.—There is in English a kind of middle voice:—"The wood cuts easily"; "The book sells well."

These verbs, though active in form, are really passive in meaning.

51.—Intransitive verbs cannot be used in the passive voice, because they have **no direct object**; but if an **intransitive** verb has attached to it a prepositional phrase, the **object** of the preposition may become the **subject** of the **verb compounded with the preposition**; e.g., "They laughed at him" becomes "He was laughed at," 'he' being the object of the action expressed in 'laughed at.'

52.—When changed to the passive, either the **direct** or the **indirect** object may become the subject, while the other remains and is called the **retained object**. (See 13).

Active—"They gave her some money." Passive—"Some money was given her"; "She was given some money."

53.—Note carefully that the **passive** voice of the verb has the **following distinct characteristics** :—
1. Always **transitive**. 2. Has for its **object** the **subject** of the sentence. 3. Always consists of the auxiliary verb **be**, followed by a **perfect participle**.

Tense.

54.—Tense is the form which the verb takes to indicate the **time** of the action or event, and also the **state** or **condition** of that action or event.

(i.) The **time** may be **present**, **past**, or **future**.

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or future.

(ii.) The **state** or **condition** may be **indefinite**,
progressive, **perfect**, or **perfect-progressive**.

55.—Hence in the **active** and **passive** there are the
following **tenses** of the verb 'give.'

		active.	passive.
1.	Present Indefinite	give	am given.
2.	" Progressive	am giving	am being given.
3.	" Perfect	have given	have been given.
4.	" { Perfect	{ have been	(wanting).
	{ Progressive	{ giving	
5.	Past Indefinite	gave	was given.
6.	" Progressive	was giving	was being given.
7.	" Perfect	had given	had been given.
8.	" { Perfect	{ had been	(wanting).
	{ Progressive	{ giving	
9.	Future Indefinite	{ shall (or will)	{ shall (or will) be
		{ give	{ given.
10.	" Progressive	{ shall (or will)	(wanting).
		{ be giving	
11.	" Perfect	{ shall (or will)	{ shall (or will)
		{ have given	{ have been given.
12.	" { Perfect	{ shall (or will)	(wanting).
	{ Progressive	{ have been giving	

Exercises on Voice and Tense.

I.

56.—Give the **voice** and **tense** of the **verbs** and
verb phrases in the following:—

e.g., "They have been greatly delighted with their
trip." **Have been delighted**—Verb phrase, passive
pres. perf.

1. We shall be having a holiday soon.
2. She wrote me yesterday.
3. They have had a good time.
4. It has been raining all day.
5. We shall be taken to the hall.
6. The battle had continued for three hours.
7. The troops were now moved to the centre.
8. Napoleon was now being convinced.
9. The hall had resounded with acclamations.
10. The door opens and a stranger enters. (See 50 Note).
11. He who

reads those speeches will be enraptured with their eloquence. 12. But if we forget the characters and think only of the poetry, we shall admit that it has never been surpassed in energy and magnificence. 13. In none of the works of Milton is his peculiar manner more happily displayed. 14. A trial had been given him. 15. The Premier was being banqueted at Montreal. 16. They have been having a good time. 17. We shall be driven to the lake. 18. Our soldiers will be marching to the front. 19. He had written an essay on 'farming.' 20. We shall be taking a drive. 21. They will be taken for a drive. 22. I have been making a kite. 23. A kite has been made.

II.

57.—Where possible **change** the **voice** of the verbs in Exercise I., leaving the tense unchanged.

MOOD.

58.—The **Mood** (or **mode**) of the verb is the **manner** in which the statement made by the verb is **presented to the mind**.

There are **three moods** (*i.e.*, three manners or modes in which the statement is presented to the mind):—
(i.) **Indicative**, (ii.) **Subjunctive**, (iii.) **Imperative**.

59.—The **Indicative Mood** presents to the mind the action or state denoted by the verb as an **actual fact**; as,

"I **am** tired"; "He **said** he **was** tired."

The **Subjunctive Mood** presents to the mind the action or state denoted by the verb as a **possibility** or **supposition**, but **not** as a fact:—

"If I **be** tired"; "Love not sleep, lest thou **come** to poverty."

60.—The **Imperative Mood** is a form of the verb by means of which we utter a **command**, **request**, or **exhortation**. "Give me the book."

Note.—This mood is really a special form of the subjunctive, seeing the relation between the action or state and the person or thing spoken to, is viewed as something thought of.

61.—The **indicative** mood is then the work of **direct assertion** or statement, and it speaks of actual **facts**. The **subjunctive** mood is the mood of assertion also, but with a modification given to the assertion by the **mind through which it passes**.

62.—The **subjunctive** mood has for some time been **gradually dying** out. It is becoming more and more common to see the **indicative** mood where the subjunctive would be more correct. "If that **was** to happen," instead of "If that **were** to happen." Still the subjunctive ought to be used to express **doubt, possibility, supposition, consequence** (which may or not happen), or **wish**, all as moods of the mind of the speaker.

63.—The subjunctive cannot be used in a **simple** declarative or interrogative sentence. It is called the subjunctive or **joining-on** mood because (except when expressing a wish) it is only employed in **complex** sentences where one statement is **subjoined** to another.

64.—The **chief uses** of the subjunctive may be capitulated as follows:—

(i.) In simple sentences to **express a wish**; thus, "Thy will **be done**"; "God **save** the Queen." This is called the **Optative** subjunctive (*opto*, I wish).

(ii.) In **subordinate clauses** of **complex** sentences.

(a) In a **present** or **past conditional** clause which implies **denial**; as,

"If he **were** present (which he is not) I would speak to him." (= present conditional).

"If our horse **had not fallen** (which he did) we should not have missed the train." (= past conditional).

Note.—In the present condition implying **denial** (or something contrary to fact), observe that the **past indefinite tense** of the subjunctive mood is used; e.g., "If he **were** here," "If I **were** you," etc. This strange idiom is found also in French, German, Latin, and Greek.

(b) In a present or past conditional clause, which implies **uncertainty**.

"If that **be** the case I can understand you." (present).
 "If that **were** the case I didn't understand you." (past).

Note.—When the conditional clause is **affirmative** and certain the verb is **indicative**. "If that **is** the case (and I believe it **is**) I can understand you." "If that **was** the case (and I think it **was**) I can understand you."

(c) In **future** conditional clause relating to a **possible future fact**; as,
 "If it rain I shall not go."

Note.—As the future is uncertain, the present subjunctive is naturally used in the hypothesis instead of the indicative (though the latter is often found). (See 62).

(d) In future conditional clauses, where the hypothesis and consequence is a **mere conception** of the mind, having **no relation** to possible future fact; as,

"If he **went** (should go, or **were** to go) away I should be grieved."

(e) In a **future concessive** clause; as,
 "Though hand **join** in hand, the wicked shall not be unpunished."

(f) In a clause expressing a **future result** or **consequence**; as,
 "I shall wait till he **return**."

(g) In a clause expressing **purpose**; as,
 "I shall make no noise lest I **disturb** (or should disturb) you."

(h) In a clause expressing a **wish contrary to fact**; as,
 "I wish he **were** here"; "I wish he **would** come."

(iii) The **principal** clause in a **conditional** sentence takes subjunctive form when it refers to what is **future** and **contingent**, or to what in the past is **uncertain** or **denied**. (See 64 (ii.) a, d). In such cases the auxiliaries **should** and **would** are generally used:—

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"If he should come he **would see**" (future con-
tingency). "If he had come he **would have seen**"
past implying denial).

65.—For the **subjunctive forms** of verbs and verb
phrases, see **conjugation** (89).

EXERCISES.

I.

66.—Give the **tense** and **mood** of the following
verbs and verb-phrases:—

1. He was writing. 2. Were he writing. 3. Though he
as written. 4. If he were going. 5. Though he perish. 6.
t had happened. 7. Had it happened. 8. Be writing. 9. If
thou have been striking. 10. He will strike. 11. If he
should strike. 12. If he should be striking. 13. I shall have
een striking. 14. Though he should have struck. 15. Except
od be with him. 16. Lest she forget her duty. 17. If he
should do so, I should despise him.

II.

67.—State the **uses** of the **subjunctive** in the
following:—

1. "Now tread me a measure," said young Lochinvar (64, i.).
Thy kingdom come. 3. Though he slay me, yet will I trust
im. 4. Were I a man I should be honest. 5. Would that he
ere going to-day. 6. The Lord be with you. 7. If he come
will be well. 8. They will pursue thee until thou perish.
She'll not tell me if she love me. 10. Govern well thy
ppetite, lest sin surprise thee. 11. If he were to go (should
o or went) he would see it. 12. If he had gone (or had he
one) he would have seen. 13. If it were done when 'tis done,
en 'twere (would be) well it were (should be) done quickly.

VERB PHRASES.

68.—Several **verb phrases** have been used in con-
nection with **voice**, **mood** and **tense**. Special notice
will now be taken of some of these and of others not
mentioned before.

69.—Emphatic Verb Phrases.

These are formed by means of the auxiliary **do** and the infinitive. *e.g.* "I **do give**." They are so-called because in affirmative sentences the statement is made more **emphatic**.

In **negative** statements, however, and in **questions** these phrases are **not** emphatic in meaning. *e.g.* "I **do not give**." "Does he **not give**?" But whether emphatic in meaning or not, the name applies to all phrases having the auxiliary **do**. In the past tense the auxiliary is **did**.

70.—Future Verb Phrases.

A future verb phrase is made up of the auxiliary **shall** or **will** and the root infinitive. Thus, "I **shall go**." "He **will go**."

NOTE.—**Should** and **would** the past tense forms of **shall** and **will** are the auxiliaries in future conditional sentences (64, ii. d.). "If he **should go** he **would see**." Here the mood is subjunctive (80). **Shall** and **will** as mere auxiliaries are used only in the future indicative, as the following paragraph will show.

Uses of Shall and Will.

71.—(i.) In principal assertive sentences.

a. When the auxiliary **shall** is used in the first person, and the auxiliary **will** in the second and third person, the phrase expresses **simple futurity**; and is called the

Predicative Future Verb phrase; e.g.,

"I **shall do that**." "You (or he) **will be there**."

b. **Will** in first person and **shall** in the second and third, besides futurity, express the **promise or determination** of the speaker. Such a phrase is called a

Promissive Future Verb Phrase. e.g.

"I **will do that**." "He **shall go**." "They **shall obey me**."

c. When **shall** and **will** are used very **emphatically** they are no longer auxiliary or helping verbs but are **notional**, (*i.e.* have an independent meaning), making

an incomplete predicate. They do **not** then express a future but a **present** idea. In this case **will** in the first person expresses **determination**, e.g. "I **will** do it in spite of you." **Shall** in the second and third persons expresses **obligation** on the part of the person spoken to or about. e.g. "You (or he) **shall** do it."

These are the **original** meanings of **shall** and **will** and which are wholly **lost** when the verbs are used as in a.

Note that c. differs from b. in two respects.

1. In b. the tense is future, in c. the tense is present.
2. In c. **shall** and **will** are more emphatic than in b.

(ii) In **interrogative sentences**.

a. **Shall** is the proper auxiliary for the first person. **Will** should not be used here as in (i.) b., for it is absurd to consult another about one's own will or determination. Hence "**Shall** I go?" not "Will I go?"

b. In the second and third persons the use of **shall** and **will** is controlled by the answer expected. Thus, "Shall you go" expects the answer "I shall (or shall not) go."

"Will you go" expects the answer "I will (or will not) go."

(iii) In **subordinate sentences**.

The uses of **shall** and **will** in subordinate sentences correspond to those in principal sentences. The chief exceptions to be noted are in (a). **Reported speech** and (b). **Future conditional clauses**.

a. In **Indirect or Reported Speech**.

Shall is used in all persons to express **mere futurity**; **will** in all persons to express **determination** on the part of the subject. e.g.

"He thinks he **shall** write." "You say you **shall** write."

These are the parallels of the direct speech.

"I think I **shall** write" and "I **shall** write." But, "He says he **will** write." "You say you **will** write," are the parallels of the direct speech "I **will** write."

NOTE 1.—**Reported speech** occurs after verbs of **saying** and **thinking**.

NOTE 2.—Observe that we have here reported speech after present tense verbs. For the past tense in reported speech, see 82.

b. In **Future Conditional clauses**, and clauses that express a future possibility, **shall** is sometimes used and in **all** persons. *e.g.*

"Whosoever **shall** break one of the least of these commandments and teach men so, he shall be called the least in the kingdom of heaven." "If any one **shall** be detected copying, etc."

In modern English, however, the future **subjunctive** auxiliary **should** is more common than **shall** in such cases. Thus,

"If he should be detected, etc." (See 80).

Moreover the **present subjunctive**, and even the present **indicative** are used instead of **shall**. Thus,

"If he **be** detected," (64, ii., b.), or "If he **is** detected," (62).

(iv) **Will** has the following **special uses**.

1. To express a **mild imperative**.

"The students **will** leave the room."

2. To express **continual** or habitual action in present time.

"He **will** come to school day after day and do nothing."

3. To express **persistent** action in addition to habitual.

"He **will** do this in spite of me."

NOTE.—For a fuller discussion on the uses of **shall** and **will** see Bain's "Higher English Grammar."

72.—Besides the ordinary future verb phrases given above, there are these **irregular** combinations that express future time.

1. I **am going to go**. 2. I **am about to go**.

The first of these is made up of the auxiliary verb 'be,' the **imperfect participle** "going" and the

gerundial infinitive "to go" in the adverbial relation to the participle.

The second consists of the auxiliary "**be**," the preposition "**about**" governing the **simple infinitive** "to go" in the objective case.

EXERCISE.

73.—State the uses of **shall** and **will** in the following :—

1. I shall be at the garden, and so will you and James. 2. I will make of thee a great nation, and in thee shall all nations of the earth be blessed. 3. I will do this and none shall hinder. 4. Will you go? No, I won't (will not) go. 5. Shall you give notice that you will write? 6. If any one shall be found out he shall be punished. 7. You will kindly see to this matter. 8. The spirit of my father grows strong in me, and I will no longer endure it. 9. Charles, I thank thee for thy love to me, which thou shalt find I will most kindly requite. 10. When he dies thou shalt be his heir. 11. I will not die alone. I shall not die alone. 12. Surely goodness and mercy shall follow me all the days of my life, and I will dwell in the house of the Lord forever. 13. I will be there at six o'clock when it will be light. 14. I will give them an everlasting name that shall not be cut off. 15. Every place where the soles of your feet shall tread shall be yours. 16. Will you be this honest gentleman's companion, or shall I? 17. What shall we drink? 18. If we refuse, what shall we suffer? 19. Be angry when you will, it shall have scope. Do what you will, dishonour shall be humour. 20. No weapon that is formed against thee shall prosper, and every tongue that shall rise against thee in judgment thou shalt condemn.

Modal Verb Phrases.

74.—Besides the verb phrases already mentioned, which are chiefly **tense-phrases**, we have others called **modal verb phrases**. These are phrases that express ideas connected with mood. (See 58). These are of three kinds :—

1. **Conditional.** 2. **Potential.** 3. **Obligative.**
- Note.—These are not distinct *moods*; they are simply modal

ideas that may apply to a verb phrase in addition to the indicative or subjunctive idea. For instance, a potential verb phrase may be either indicative or subjunctive according as action or state is viewed as a fact or as a mere supposition. The pure conditional verb phrase, however, is always subjunctive. (See 80, i.).

75.—Conditional Verb Phrases.

These are formed by the auxiliaries **should** and **would** followed by the **infinitive**. They are found in conditional sentences which imply that the condition is **not fulfilled** or **doubtful** (64, ii., a, d); thus,

1. "If I had money I **should** or **would** give it."
2. "If I had (or had had) money I **should** or **would** have given it."
3. "If I **should** have money I **should** or **would** give."

In 1 and 2 we have examples of conditional sentences in the **present** and **past** tenses respectively, in both of which it is implied that the condition of having money is **not fulfilled**. In 3 the tense is **future** and the condition is **doubtful**.

In all such conditional sentences the verb is in the **subjunctive**, and the phrases with **should** or **would** are called **conditional verb phrases**.

76.—**Should** and **would** are past tense forms of **shall** and **will**, and, like the latter, always convey a future idea. In 1 and 2 of the preceding examples, the **giving** is **future** with regard to the **having**; and in both the **having** and **giving** are future. Hence it follows that conditional verb phrases are, in the conjugation of the verb, classed as **future subjunctives** (See 89).

77.—Remember, however, that we have conditional sentences with verbs in the **indicative** and **without** the so-called conditional verb phrases. Compare the above examples with the following, each to each.

1. "If I have money, I give it."

2. "If I had money, I gave it."
 3. "If I have (or shall have) money, I shall (or will) give it."

In these cases **nothing** is implied as to the **non-fulfilment** of the condition, and all verbs are indicative.

Uses of Should and Would.

78.—**Should** and **would** were the past tenses of **shall** and **will**, when the latter were **notional** verbs. Even **now** when **shall** and **will** are used as in (71, i., c), **would** is the past tense of **will**; thus,

"I (you or he) **will**" has for its past "I (you or he) **would**."

Should is **not now** in the same way the past of **shall**.

79.—But, as **shall** and **will** are now regularly **future** auxiliaries, they have, as such, no past tenses (for a **past future** is a contradiction), and the corresponding forms **should** and **would** are taken to express a **future** that is doubtful, conditional, or merely **supposed**. (See 75.)

80.—**Would** and **should**, therefore, follow the rules of **shall** and **will** when employed in parallel circumstances. Hence we have the following uses of **should** and **would** in **conditional sentences**.

(i.) In a **conditional predictive future** (71, i., a); as,

I should	} write if I (thou or he) had time.
Thou wouldst	
He would	

(ii.) In conditional **promissive** future (71, i., b) ; as
 I **would**
 Thou **shouldst**
 He **should** } write if I (thou or he) had time.

Observe that in i. and ii. we have the uses of **should** and **would** in the **Apodosis**—i.e., the consequence part—of a conditional sentence. Now notice their uses in the **Protasis**—the conditional part.

(iii.) In the **Protasis** of a conditional sentence.

a. **Should** is used in all persons where there is a mere **supposition** with regard to the future ; as,

PROTASIS :

APODOSIS :

		(Predictive)	(Promissive)	
If I should	} go	I should	I would	} see.
If thou should		thou wouldst	thou shouldst	
If he should		he would	he should	

b. **Would** is used in all persons of the **protasis** when there is a sense of **wish** or **desire** ; thus,

PROTASIS :

APODOSIS :

If I would	} go	(the same as in 'a.')
If thou would		
If he would		

* **Remember** that the **protasis** of a conditional clause is frequently **not** expressed, but **implied** from the context.

81.—**Should** and **would** in **interrogative** sentences correspond to the uses of **shall** and **will** (71, ii.) ; thus,

"Should you go" expects the answer "I should (or should not) go."

"Would you go" expects the answer "I would (or would not) go."

future (71, i., b) ; as

ou or he) had time.

e the uses of **should**
i.e., the consequence
ow notice their uses
urt.

ditional sentence.

ns where there is a
the future ; as,

OSIS :

(*Promissive*)

I would
thou shouldst } see.
he should

s of the **protasis**
ire ; thus,

OSIS :

as in 'a.')

conditional clause
applied from the

errogative sen-
and **will** (71, ii.) ;

er "I should (or

er "I would (or

82.—In **Reported Speech** with a **past** tense
(71, iii., a).

(i.) **Should** is used in all sentences to express **mere**
certainty ; thus,

"He said he **should** write," "You said you **should**
write" are the parallels of "I shall write."

(ii.) **Would** is used in all persons to express **deter-**
mination or **promise** ; thus,

"He said he **would** write," "You said you **would**
write" are the parallels of "I will write."

83.—Besides the above uses of **should** and **would** are
the following **special** uses :—

(i.) **Should** in **all persons** may be used :—

a. To express **duty** or **obligation** ; as,

"He **should** go." (= He ought to go).

"It was ordered that you **should** go."

Note.—Even **without** expressed obligation we use this form.
It is strange that you **should** say so," does not state obliga-
tion, but implies that the influence is from without, not
from within.

b. To express an opinion in a **mild** and **unemphatic**
way, "I **should** think that he is mistaken (if I might
venture an opinion)."

(ii.) **Would** in **all persons** may be used :—

a. To express **customary action** in past time ; as,

"He **would** come to our place at night."

b. To express **determination** in **past** time ; as,

"He **would** do it in spite of me."

c. To express a **wish** : as,

"**Would** that he were here."

"The evil that I **would** not, that I do."

d. In a dependent clause, expressing the object of wish relating to the future; as,
 "I wish he would come."

EXERCISES.

I.

84.—State the uses of **should** and **would** in the following :—

For example—1. "If he should come he would see."

Should is used in the protasis of a conditional sentence to express mere supposition.

Would is used in the apodosis in the predictive sense.

2. "One should always conciliate."

Should is used to express duty.

3. "He thought that he would go."

Would is the past tense of **will** in reported speech.

1. He would do so if he wished. 2. If he were utterly reprobate she would love him. 3. You should have been in your place. 4. Would that thou hadst been there. 5. Who would be a mermaid fair? 6. Remember I said I should go. 7. I wouldn't do that for anything. 8. You seem to think that I would do anything for something good to eat. 9. She thought she would go. 10. Why should you go? 11. It wouldn't be proper (condition implied). 12. I should say that it doesn't matter much. 13. It is too bad that you should be doing this. 14. I almost wished my hold on life would break. 15. He would do better if he could. 16. I would that all my foes were cut off. 17. Herodius would have killed him (*i.e.*, was desirous of killing).

II.

85.—In Exercise I. point out those cases where subjunctive mood occurs. (See 64).

Potential Verb Phrases.

86.—Potential verb phrases express especially the possibility of an action or state. (Potential means having power).

(i.) **The present potential phrase.**

This is made up of the auxiliaries **can** or **may** and the infinitive ; thus,

"I **can** go"; "he **may** be going."

(ii.) **The past potential phrase.**

This is formed by the past tense form of **can** or **may**, viz., **could** or **might** and the infinitive ; thus,

"I **could** go"; "He **might** have gone."

Note.—**Might** and **could** often make a kind of conditional verb phrase, different from those formed by **should** and **would** because of the added potential idea ; thus, "He **might** do this if he **could**" = "He **would** possibly do this if he **should** be able."

87.—The difference between **may** and **can**.

(i.) **May** indicates either permission or mere possibility ; thus, "I **may** go" = 1. "I am permitted to go," 2. "I shall possibly go."

(ii.) **Can** indicates a possibility depending upon the power of the subject ; thus,

"I **can** go" = "I have the power to go."

Note.—This distinction applies also to **might** and **could**.

Obligative Verb Phrases.

88.—An Obligative verb phrase is one that expresses obligation or duty.

This is formed by the auxiliary **must**, **ought**, or **should** (=ought to), and the infinitive ; thus,

"He **must** go," "He **ought** to go," "We **should** write."

(A complete conjugation of the verb will here be given).

89.—CONJUGATION OF THE VERB.

NAMES OF
VERB FORMS
AND PHRASES.

	PRESENT TENSE.	
	ACTIVE VOICE	PASSIVE VOICE
Indefinite	<i>Indicative:</i> gives (1).....	<i>Indicative:</i> is given (1).....
Progressive	is giving.....	is being given.....
Perfect	has given.....	has been given.....
Perfect Progressive	has been giving.....	have been given.....
Emphatic	does give.....	do give.....
Potential Indefinite	may or can give.....	do (3).....
Potential Progressive	may or can be giving.....	may or can be given.....
Potential Perfect	may or can have given.....	do.....
Potential Perf. Progress.	may or can have been giving.....	may or can have been given.....
Obligative Indefinite	must, ought to, give.....	do.....
Obligative Progressive	“ “ be giving.....	must, ought to, be given.....
Obligative Perfect	“ “ have given.....	do.....
Obligative Perf. Progress.	“ “ have been giving do.....	must, ought to, have been given.....

Potential Perfect	do.	do.	do.
Potential Perf. Progress.	may or can have given	do.	may or can have been given
Obligative Indefinite	must, ought to, give	do.	do.
Obligative Progressive	" " be giving	do.	must, ought to, be given
Obligative Perfect	" " have given	do.	do.
Obligative Perf. Progress.	" " have been giving	do.	must, ought to, have been given

FUTURE TENSE.

	Indicative.	Subjunctive.	Subjunctive.
Indefinite	shall or will give	should or would give	shall or will be given
Progressive	shall or will be giving	{ should or would be giving }	should or would be given
Perfect	shall or will have given	{ should or would have given }	{ shall or will have been given }
Perfect Progressive	shall or will have been giving	{ should or would have been giving }	{ should or would have been given }

PAST TENSE.

Indefinite	gave	do.	was given	were given
Progressive	was giving	do.	were giving	were being given
Perfect	had given	do.	had been given	do.
Perfect Progressive	had been giving	do.	do.	do.
Emphatic	did give	do.	do.	do.
Potential Indefinite	could (not might) give	do.	could (not might) be given	do.
Potential Perfect	could or might have given	do.	could or might have been given	do.
Potential Perf. Progress.	could or might have been giving	do.	do.	do.
Obligative Perfect	must, ought to, have given	do.	must, ought to have been given	do.
Obligative Per. Progress.	" " have been giving	do.	do.	do.

- (1) The 3rd sing. forms are used in this scheme. The student should form the other persons and numbers.
- (2) The blank spaces occur where mood forms are wanting.
- (3) Do. indicates that the subjunctive has the same form as the indicative.

90.—Beside the verb forms and phrases, that are given in the last section, there are also a few in the **Imperative Mood**.

1. **Present Active Indefinite**—*give*, and *let give*.
2. **Present Active Progressive**—*be giving*, and *let be giving*.
3. **Present Passive Indefinite**—*be given*, and *let be given*.

91.—The student should remember that several exceptions to the classification given in 89 are found. The following are to be noted :—

1. Present tense forms often do duty for the future ; e.g., "The boys **come** home to-morrow" (instead of *will come*).
2. Past tense forms of subjunctive are commonly used in the present ; e.g., "If I **were** you I should go." (See 64, ii., a, note).

EXERCISE.

I.

92.—Parse fully the verbs and verb phrases in the sentences given below.

For example :—a. "The man may have been wounded by the enemy."

May have been wounded.—A verb phrase, trans. pass. indic. pres. perf. potential, 3rd sing., agreeing with its subject man.

b. "They will have been working three days."

Will have been working.—A verb phrase, intrans. act. indic. fut. predic. perf. progress., 3rd plu., agreeing with subject 'they.'

c. "If he come we will see him."

Come.—Verb, intrans. act. subj. pres. indef. 3rd sing., agreeing with subject 'he.'

Will see.—Verb phrase, trans. act. ind. fut. promissive, 1st plu. agreeing with subject 'we.'

d. "If he should come he would see it."

Should come.—A conditional verb phrase, intrans. act. subj. fut. predic. 3rd sing., etc.

Would see.—A conditional verb phrase, trans. act. subj. predic., etc.

1. The hair is dressed in the Grecian style. 2. It becomes better to refer you to what he has there written. 3. She could not remember a finer head or face. 4. I hope thou wilt not be offended. 5. He has been having his breakfast. 6. It may interest you to learn this. 7. She had been studying him, and her first impression was now confirmed. 8. It may be described as follows. 9. What shall be done with such a nature. 10. The confession must be made. 11. The men may have been ignorant of this. 12. He must have been riding quickly. 13. Were that to happen, we should be worse off than before. 14. Had I known that, I should have been as willing to go as the rest. 15. I shall try it again as soon as I am able, whatever the consequences may be. 16. Might one wish bring again these pleasant hours, would I wish them here?

THE INFINITIVE.

93.—The Infinitive has the characteristics both of the noun and of the verb, but cannot rightly be classed as either. This two-fold value is apparent in every case, no matter in what form the infinitive appears. Yet it is not a verb, as it does not make an assertion; nor is it a noun, seeing that it has not the inflections nor the same modifiers as the noun.

94.—The proper definition of the infinitive seems to be:—**A part of speech which names action or condition in the manner of a noun, and includes in a measure the function of a verb.**

VARIOUS FORMS.

95.—(i.) The Root-Infinitive.

This is the simplest form, and is found most frequently after the auxiliaries **do, shall, will, may, can, must, might, could, would, and should.**

These verbs were formerly transitive and followed by the infinitive as the object; now being mere auxiliaries,

the **noun** value of the infinitive is **less** apparent than in other forms.

(ii.) **The Infinitive with 'to.'**

This form has **two** distinct functions, according to the value of the 'to.'

In some cases 'to' has the value of a preposition; e.g., "He came **to read**." Here 'to read' = 'for the purpose of reading,' and is really a phrase made up of the preposition 'to,' and its object the **root-infinitive**. But 'to' is no longer looked upon as a distinct preposition, but as a part of the infinitive to which the name **Gerundial Infinitive** is given, because it has been formed from the Anglo-Saxon **Gerund**.

In other cases the 'to' has **no** preposition value, but is a **mere symbol**; e.g., "He likes **to read** (=reading)." This form is called the **Simple Infinitive with 'to.'**

Hence the different functions of this infinitive form depend on the value of "to." For example, in

'Good **to go**' = 'good for going,' 'to' has preposition value; hence we have the **gerundial infinitive**. But in '**To read** is pleasant' = 'Reading is pleasant,' 'to' has no preposition value; hence we have the **simple infinitive with 'to.'**

Compare also, "A horse **to drive**" with "I want to drive"; and "I came **to see**" with "I wish to see."

(iii.) **The Gerund (or Infinitive in -ing).**

This is formed from the verb by the suffix **ing**. It has the same form as the imperfect participle, but is quite distinct from it in origin and construction. (97, d).

Infinitive Phrases.

96.—Corresponding in their meaning and use to each of the above classes, we have **infinitive phrases**; thus,

a. Corresponding to **give** are:—**be giving**; **have given**; **be given**; **have been given**; all being made up of participles and infinitive auxiliaries.

b. Corresponding to 'to give' are —to be giving ;
to have given ; to be given ; to have been
given.

c. Corresponding to 'giving' are: -having given ;
being given ; having been given.

USES OF THE INFINITIVE.

97.—(i.) The **Root-Infinitive** is used, as,

a. The complementary infinitive after *shall*, *will*,
may, etc.; e.g., "I shall **write**."

b. The objective predicate ; e.g.,
"He made me **go**"; "I saw him **run**." (See 16).

c. Object of the phrases *had rather*, *had better*, *had
best*; e.g., "I had better **go**."

d. Object, after the prepositions *but* and *except*; as,
"He does nothing **but talk**."

e. Subject (rare); e.g., "Better **dwell** in the midst of
arms than **reign** in this horrible place."

(ii.) The **Simple-Infinitive** with "to" is used ;

a. Subject, predicate nominative, and object ; e.g., -
"To **see** is to **believe**"; "I love to **read**."

b. Objective predicate ; e.g.,
"It was well for you to **go**"; "He **ordered** the bridge
to **be built**."

c. Object after the prepositions *but*, *except*, and *about* ;
"He is about to **go**"; "There is nothing for us but
except to do this."

d. Infinitive absolute ; e.g.,
"To tell the truth I am tired of this."

(iii.) The **Gerundial-Infinitive** is used as :—

a. Adverb ; e.g.,
"He comes to **see**"; "He is likely to **go**."

b. Adjective ; e.g., "A house to **let**."

c. The Gerund is used as :—

1. Subject, predicate nominative, and object ; as, "**Seeing** is believing" ; "I like **reading** this."
2. Object after all prepositions ; *e.g.*, "He is fond of **reading** novels" ; "He lived by **making** baskets."

98.—Some idiomatic uses of the infinitive that require special notice.

1. "He is to **speak** here to-night." "He has to come to-morrow." Here 'is' and 'has' make complete predicates meaning 'is appointed,' and 'is obliged,' and the infinitive in each is the gerundial used adverbially.
2. "I heard him **speak**." "He was heard to **speak**." 'Speak' is the objective predicate, (see 97, i. b), which when the sentence is made passive, has the value of a noun. Hence 'to speak' is the simple infinitive with 'to' used in the predicate nominative.
3. "I saw him **get** angry." "He was seen to **get** angry." 'To get' is an incomplete objective predicate having for its complement angry—a predicate objective adjective, (see 20, iii. b). When the sentence is made passive 'to get' becomes an incomplete simple infinitive with 'to,'—complement 'angry'—in the predicate nominative case. Compare, "We observed **grow** dark," and "It was observed to **grow** dark." With "We made him captain" and "He was made captain" (See 14 and 15).
4. "He taught me to **do** that." "He was taught to **do** that." In the first case 'to do' is the direct object which when the sentence is made passive, becomes the retained object. (See 12 and 13).
5. "He told (or ordered) me to **go**." "He ordered the work to **be** done." 'To go' is the direct object,—'me' being indirect, 'to be done' is the objective predicate—the objective subject being 'work' (16).
6. "He sank to rise no more"—The gerundial inf. used adverbially expressing result mod. the verb 'sank.'
7. "He aided us to make our escape." "I forced him to **accept**." The gerundial inf. expressing purpose, mod. the verb.
8. "It is hard to **die**," "I think it hard to **die**." The

THE INFINITIVE.

51

e, and object ; as,
like reading this."

; e.g.,
vels"; "He lived by

simple infinitive with 'to,' used first as the real subject,
secondly as the real object, 'it' being representative (see 36).

EXERCISE.

99. — Classify the infinitives and infinitive phrases in the following. Say whether they are transitive or intransitive, active or passive, and give the relation.

the infinitive that

"He has to come"
complete predicates
ed,' and the infinitive
was heard to speak
(see 97, i. b), which
the value of a noun
e with 'to' used in the
was seen to get angry.
icate having for its com
jective, (see 20, iii. b).
et' becomes an incom
plement 'angry'—
pare, "We observed
grow dark." Wit
was made captain

1. We have to learn the infinitive this week.
2. I had rather to skate.
3. It would be better to learn the infinitive first.
4. Well may I go to skate next week?
5. Can you think of nothing but skating?
6. He bade me go to learn my lesson.
7. He saw me put it there.
8. I did nothing last evening but write.
9. Walking is good for the health.
10. He held the man to be in the right.
11. He held out his hand to be cured.
12. He ordered the man to advance.
13. We compelled him to resist.
14. She would not allow it to be observed.
15. He asked me how I wished to be known.
16. I will endeavour to remember this.
17. It may interest you to know the story.
18. I had designed going to the city.
19. He commanded the bridge to be built.
20. She entreated us to remain.
21. I believe her to be truthful.
22. They are to start to-morrow.
23. What were you thinking of to make that mistake.
24. He was forbidden to leave the room.
25. They resolved to make (or to make) an attempt.

He was taught to do
direct object which
becomes the retained

"He ordered the
direct object,—'me'
itive predicate—the

gerundial inf. used
rb.' sank.'
"I forced him to
purpose, mod. the
hard to die." The

100.—How to distinguish the Gerund from the Verbal Noun in -ing.

Many words in -ing are pure nouns, though derived from verbs. These are called **verbal nouns**. They differ from the Gerund in having **lost all verbal function**. It is sometimes difficult to decide whether the form in -ing has verbal function or not. To decide this question consider the following points:—

(i.) **Whether or not it governs an objective case.** A verbal noun **cannot** do this; a gerund **does** when transitive, e.g., "He was tried for **stealing** the money," 'stealing' is here the gerund, as it has the governing power of a transitive verb.

(ii.) **The Modifiers.**

If **adjectives**, it is safe to regard the form in **-ing** as a verbal noun ; *e.g.*,

"There was **good speaking** yesterday."

If **adverbs**, it will be the **gerund** ; *e.g.*,

"I prefer **speaking** last."

Note.—The gerund, however, is found with **adjective** modifiers ; but these are limited to the **possessive nouns** and **adjectives** *my, our, your, etc.*, and the **demonstratives** *this, that* ; *e.g.*,

"What is the use of **my trying** the examination ?"

"That **changing** the hour was a mistake."

"**Luther's burning** the Pope's Bull brought about the Reformation."

(iii.) Whether or not the **Simple Infinitive** with 'to' can be **substituted** for the form in **-ing** ; *e.g.*,

"Reading maketh a full man."

'To read' could not be used here, hence 'reading' is the **verbal noun**.

(iv.) Whether or not it can be **inflected** for the plural ; a gerund **cannot** have a plural form. Thus we have a **verbal noun** in "The **doings** of that day."

EXERCISE.

101.—Distinguish the **gerunds** from the **verbal nouns** in the following —

1. Much depends on Richard's observing the rule ; his neglecting it will give trouble. 2. He was aroused by the striking of the clock. 3. Being without work is one thing, reposing from work is another thing. 4. Nothing in his life became like the leaving it. 5. The sending away the messengers led to the surrendering of the point. 6. He made a noise by striking the gong. 7. Seeing is believing. 8. The firing was heard ten miles away. 9. We had a good day's shooting. 10. We like reading Shakespeare. 11. We went to see the hanging of the crane. 12. By taking pains you will succeed. 13. He chid their wanderings, but relieved their pains.

THE PARTICIPLE.

102.—A **Participle** (Latin *participior*—to partake) is a species of verbal adjective—an adjective that partakes of the nature of the verb.

103.—There are two kinds of Participles.

(i.) The **Imperfect or Present**, expressing incomplete action ; as, **going, seeing, working, sitting**. This is characterized by the ending **-ing**.

(ii.) The **Perfect or Past Participle**, expressing complete action ; as, **gone, seen, worked, sat**.

This has a number of endings ; as, **ed, d, t, en, n**. Sometimes it is found without an ending, as in **sat**.

Uses of the Participle.

104.—The **Participle** has the following uses :—

(i.) **The Predicative Use**.—The participle, like the adjective, is very commonly in the **predicative** relation to the subject.

a. The **Imperfect Participle**, with the auxiliary verb **be**, is used to make progressive active verb phrases (89) ; as,

“He is **going**,” “will be **sending**,” “has been **reading**.”

b. The **Perfect Participle**, with the auxiliary verb **be**, is used to make passive verb phrases (89) ; as,

“He is **sent**” ; “It has been **read**” ; “He will be **selected**.”

c. The **Perfect Participle** is used with the auxiliary **have** to make perfect active verb phrases.

“I have **done** it” ; “I had **finished** it” ; “I shall have **completed** it.” (89).

(ii.) **Both** the imperfect and perfect are used in the

following cases, which correspond to the uses of the adjective (20).

a. **Attributively**;

"A well-contrived plan"; "A very loving heart."
(See Verbal Adjective below).

b. **Appositively**;

"She, **dying**, gave it to me"; "This **done** he departed."

Note.—When used appositively, the participle with its modifiers has usually the force of an adverbial clause of time, place, manner, etc.

Thus, "She **dying**" = "She, when she was dying."

"Taking a shorter way we arrived first" = "As we took a shorter way," etc.

c. As **Adverbial Predicate**; thus,

"He made his influence **felt**"; "He set us **laughing**."

This construction is also found after prepositions; e.g.,

"They set him free **without** his ransom paid."

See similar use of the infinitive (97, i., b).

d. As **Adverbial Predicate**, after verbs of state and motion—*lie, come, run, stand*, etc. (151, f).

"He came **running**"; "He lay **wounded**."

Note that there are four distinct values in this case; (1) the Verbal, (2) Adjective modifying subject, (3) Complement of incomplete verb, (4) Adverb modifying that incomplete verb.

e. The **Participle**, like the adjective, has often the value of the **substantive** when the noun is omitted; as,

"The **wounded** (men)"; "The **dying** (men)."

f. **Absolutely**; as,

"**Speaking** generally, this is the case"; "**Considering** his age, he has done well."

'Speaking' and 'considering' are attached to no noun, and are thus used **absolutely**.

Note (i.) When so used, participles sometimes acquire the force of, (a) prepositions; e.g., "He asked me concerning my health." Sometimes, also, there is (b) an adverbial force; as, "According to this account he was wounded." Here 'according' mod. phrase 'to this account'.

Note (ii.) **Notwithstanding**, **pending**, and **during**, are the first place participles modifying the noun in nominative absolute that follows; but they have come to be regarded by some as prepositions governing the following noun in the objective; as,

"**Notwithstanding** the weather they went to the picnic."

"**During** the day"; "**Pending** the result."

It is clear that 'weather,' 'day,' and 'result' are the subjects and not the objects of the forms in -ing; and it seems preferable to say that these are participles modifying absolute nouns.

Participle Phrases.

105.—There are **participle phrases**, having constructions similar to the simple forms.

Corresponding to the present **giving** are, (a) the **perfect participle phrase**—*having given*, and (b) the **perfect progressive**—*having been given*.

Corresponding to the past participle **given** in its passive use are (a) the **progressive passive**—*being given*, and (b) the **perfect passive**—*having been given*.

Participles of Incomplete Predication.

106.—Participles formed from the incomplete verbs, **be**, **become**, **seem**, **appear**, etc., are incomplete participles, and have the ordinary predicate adjective or noun to complete them. (98, 3).

"**Being late** for school he was reprimanded."

The participle, 'being late,' is made up of the incomplete participle **being** and the complement **late**, an adjective in the predicate relation to 'he,' while the phrase is in the **appositive** relation to 'he.' Again,

"**Becoming a man** he put away childish things."

In this case the complement of the participle is the predicate noun 'man.'

EXERCISE.

107.—Classify the **participles** and **participle-phrases** in the following. Say whether they are **transitive** or **intransitive**, **active** or **passive**, and give the **relation**.

For example:—

1. "Taking an axe, he went to the woods."

Taking=Imperfect participle active transitive governing 'axe' in the objective and modifying 'he' appositively.

2. "I saw it thrown over the fence."

Thrown=Perfect participle passive in the objective predicate modifying 'it.'

3. "Having been deceived he was angry."

Having been deceived=Perfect participle phrase passive modifying 'he' appositively.

1. Having made his best bow, John retired. 2. I saw him getting through the fence. 3. The enemy, having been beaten, fled. 4. The boys, hearing what was being done, came running to see. 5. Finding myself suddenly deprived of the company and pleasure of the town I grew melancholy. 6. This happy night the Frenchmen are secure, having all day caroused and banqueted. 7. The French, having been dispersed in a gale, put back to Toulon. 8. That arose from the fear of my cousin hearing of this matter. 9. In lines outreaching far and wide, the white-maned billows swept to land. 10. This said, he sat down. 11. Miss B. loves to sit up late, either reading or being read to. 12. Defeated, but not discouraged, the soldiers returned to the camp. 13. Having promised to give hostages, they were dismissed by Cæsar. 14. Those laughing girls are attracting attention. 15. We are going to get a mowing machine. 16. He got himself appointed to the place. 17. He is undecided respecting his movements. 18. During the day it grew warmer. 19. Notwithstanding this, we hastened on. 20. According to him, there is no hope for us. 21. Having been a little careless, he made a mistake.

108.—How to distinguish a Participle from a Verbal Adjective.

The **participle** and the **verbal adjective** are generally identical in form, and both are derived from the verb. To distinguish them, consider:—

(i.) Whether the form in question **governs a direct object.**

Thus, "**Seeing** the man, he accosted him." 'Seeing' governs the direct object 'man.' Hence it has **verbal function** and is a **participle**.

(ii.) Whether the form expresses **merely a quality** of the object, or whether it also **suggests an action or state** as existing in time. Thus in

"He has a **pleasing** manner," 'pleasing' is merely a descriptive word, and hence is a **verbal adjective**.

But in "He kept firm hold of his **running** horses," 'running,' besides being descriptive, also **suggests action**, and, therefore is a **participle**.

(iii.) Whether the form **admits of comparison**.

A **verbal adjective** may be compared by using the adverbs **more** and **most**, **less** and **least**, **better** and **best**, etc.

Thus, in "That **forsaken** creature," we might say "That **more** (or **most**) forsaken creature."

A **participle** does **not** admit of comparison.

(iv.) After the verb **be**, whether the form helps to make a passive verb phrase or not.

In "He was **killed** by an Indian," 'was killed' is a **passive verb phrase**, because it denotes the **enduring of action**, and 'killed' is a **perfect participle**.

But in "He was **discouraged** in consequence of failure," 'was discouraged' is **not** passive, because it denotes a **condition** which is the **result of action**. Hence, 'discouraged' is a **verbal adjective**.

EXERCISE.

109.—Distinguish between the **participles** and **verbal adjectives** in the following. Deal with participles as in preceding exercise.

1. He saw a drunken man.
2. He is drunk with delight.
3. Bring him dead or living.
4. He must make himself acquainted with it.
5. He kept us waiting while he had a cab

sent for. 6. Barring accidents, we shall arrive to-morrow.
 7. Having reached the house I found its rescued inmates
 safely lodged. 8. Can storied urn or animated bust back to its
 mansion call the fleeting breath? 9. The service done, the
 mourners stood apart; he called to mind how he had seen her
 sitting on that very spot; and how her book had fallen on
 her lap as she was gazing with a pensive face upon the sky.

10. Far up the lengthening lake were spied
 Four darkening specks upon the tide,
 That, slow enlarging on the view,
 Four manned and masted barges grew,
 And, bearing downwards from Glengyle,
 Steered full upon the opening isle.

11. At first the infant
 Mewling and puking in the nurse's arms,
 And then the whining school-boy, with his satchel
 And shining morning face, creeping like a snail
 Unwillingly to school. And then the lover,
 Sighing like furnace, with a woeful ballad
 Made to his mistress' eyebrows.

110.—How to distinguish the Imperfect Participle from the Gerund.

- (i.) a. The **gerund** always has a **noun** value (see 97, iv.).

In "What is the use of John's trying," 'trying' is the **gerund** governed by the preposition 'of,' and modified by the possessive 'John's.'

- b. The **participle** always has an **adjective** value (see 104, ii.).

In "What is the use of John trying," 'trying' is the **participle** modifying 'John' appositively, 'John' being governed by the preposition 'of.'

- (ii.) a. The **participle** has a **subject**; thus in
 "Having come thus far I will go on," 'having come' has its subject 'I,' and therefore is the **participle**.

- b. The **gerund** cannot have a **subject**.

Note.—The **participle** is a substitute for a finite verb. Thus, the sentence "Having come thus far I will go on" is a

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 "I will go on" is a

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 Hence the participle is a sort of indirect predicate, and has a
 subject.

(iii.) As a result of (ii.) we have the **gerund**, not the
 participle, in such compounds as "**walking-stick**,"
hiding-place," etc. If 'walking' were a participle,
 walking-stick' could only mean 'a stick that walks';
 but the meaning is 'a stick for walking.' In such cases
 the gerund is used as an adjective, just as a noun is in
 an iron-door," "an ink-bottle," etc.

EXERCISES.

I.

111.—Distinguish the **participles** and **gerunds**
 in the following :—

1. Sleeping or waking must I still prevail. 2. By sleeping
 so long he missed his train. 3. He saw me getting down.
 He saw my getting down. 4. You will oblige me by all leav-
 ing the room. 5. On the boy's confessing his fault I forgave
 him. 6. There was a story of money having been buried there.
 7. I grant that, men continuing as they are, there must be war.
 8. I have my doubts as to this being true. 9. I saw a man
 sleeping by the road side. 10. I heard of his running away.
 11. On my father's hearing of this he was amazed. 12.
 According to this we shall be disappointed.

13. Here Ouse, slow winding through a level plain
 Of spacious meads, with cattle sprinkled o'er,
 Conducts the eye along his sinuous course,
 Delighted.

14. Our cradle is the starting place, life is the running of the
 race. 15. She being down, I have the placing of the crown.
 16. Things are lost in the glare of day which I can make the
 sleeping see.

II.

112.—Distinguish the **gerunds**, the **verbal nouns**,
 the **participles**, and the **verbal adjectives** in the
 following, and parse each fully.

1. This fiddling, shouting, and brawling, I detest. 2. I
 could assure myself of Mr. Vandal's being unengaged to any

other author. 3. The king's revenues, economically administered, were sufficient to meet the ordinary charges of government. 4. I saw the spirit descending like a dove. 5. I wrote, asking him for a book. 6. What they called levying war was no better than instigating murder. 7. He wrote an essay on the best way of spending holidays. 8. The neighbors came flocking to see. 9. We have numbers of climbing plants. 10. See that man climbing up the pole. 11. He hopes to merit heaven by making earth a hell. 12. I'll have thee hanged to feed the crows. 13. Sir Henri Joly read the Inland Revenue regulations, showing that all corn entering a distillery must be recorded in the stock book, giving the name of the seller. 14. A resolution, calling upon the Irish to abstain from taking part in the Jubilee, was presented and carried. 15. The Canadian team won easily, Stewart tossing his antagonist over his shoulder on his bayonet, calling forth great applause. 16. He says what his policy would be in event of his becoming Premier.

CONCORD OF VERBS.

113.—A verb must agree with its subject in **person** and **number**; thus,
 "I am," not "I is"; "he runs," not "he run."
 "We were," not "we was."

114.—The verb is always of the **third person** if the subject is a **noun**. The **first** and **second persons** of the verb occur with **pronouns** only.

115.—When the verb has for its subject a **relative pronoun**, the **person** and **number** is decided by the **antecedent**; thus,

"I that speak (*1st sing.*) am he."

"He that fights (*3rd sing.*) and runs away," etc.

116.—In deciding the number of the verb we must consider the **meaning**, not the form, of the subject; thus,

(i.) A **collective noun** takes a **plural verb**, if the **idea of plurality** is uppermost in the speaker's mind; as,

"The council **were** not agreed."

Here the speaker is thinking of the individual members of the council ; but,

(ii.) A **collective noun** takes a **singular** verb, if the idea of **unity** is in the mind of the speaker ; as,
"The council **was** adjourned."

(iii.) The verb is **singular** when the subject has a **plural form** and **singular meaning** ; as,
"Twenty miles **is** a good distance."

(iv.) **Two or more singular subjects** joined by 'and' take,

a. A **plural** verb, if they represent **more than one** notion ; thus,

"John and James **are** in the field."

b. A **singular** verb.

1. When they represent the **same** subject ; as,
"The saint, the father, and the husband **prays**."

2. When they are **almost synonymous** ; as,
"Wherein **doth** sit the dread and fear of kings."

3. When they denote **things closely connected** ; as,
"Brandy and water **is** his favorite beverage."

4. When they express **different aspects** of the **same fact** ; as,

"To recover Silesia, to humble the dynasty of Hohenzollern to the dust, **was** the great object of Maria Theresa's life."

5. When taken **distributively** ; as,
"Every man and woman **is** expected to be loyal."

(v.) The **singular** by **attraction**.

Two or more subjects may take a singular verb when the **verb is attracted** by the **singular** subject which is **nearest** ; as,

"Her knights, her dames, her court **is** here."

(vi.) **Two or more singular subjects** take a **singular** verb.

a. If taken **alternately**, *i.e.*, joined by **or** or **nor** ; thus,

"John or James **intends** to accompany you."

"Neither this nor that **is** the thing wanted."

b. If coupled by '**as well as**.'

This compound conjunction allows the mind to take each subject **separately**.

"His curiosity, as well as his anxiety, **was** highly excited."

Exception.—If the predicate is meant to be affirmed of both, the plural is employed ; thus,

"Pompey, as well as Caesar, **were** great men."

Here '**as well as**' = **and**.

EXERCISES.

I.

117.—Explain the **number** and **person** of the verbs in the following :—

1. This is one of the most valuable books that have appeared in any language. 2. I resemble one of those animals that have been forced from a hiding place. 3. The people is one, and they have all one language. 4. The Megarean sect was founded by Euclid, and were the happy inventors of logical syllogism. 5. The public are often deceived by false appearances. 6. The fleet is under orders to sail. 7. The British nation has not sprung up in a generation. 8. The wages of sin is death. 9. *Pleasures of Memory* was published in 1792, and became at once popular. 10. Nine-tenths of the miseries and vices of mankind proceed from idleness. 11. Nine-tenths of the misery and vice of mankind proceeds from idleness. 12. A laggard in love and a dastard in war was to wed the fair Ellen of brave Lochinvar.

II.

118.—Point out **incorrect verb forms** in the following, and show what principle is violated in each case.

1. The intention of these persons are uncertain. 2.

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mpany you."
g wanted."

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is meant to be
d; thus,
great men."

Neither John nor Henry were at church. 3. Either he or I are¹ in fault. 4. Neither of them are better than they ought to be. 5. Our own conscience, and not other men's opinions, constitute our responsibility. 6. Where was you all last night? 7. No sound but their own voices were heard. 8. Good order, and not mean savings, produce great profit. 9. Are either of the pens yours? 10. Johnson's 'Lives of the Poets' are reprinting. 11. Not want for cold his course delay. 12. He was one of the wisest men that has ever lived.

¹When there are two or more pronouns of different persons, the verb should be supplied with each; thus, "Either he is, or I am, to blame."

SYNTAX OF THE ADVERB.

119.—An **Adverb** limits or modifies the meaning of a **verb**, an **adjective**, or **another adverb**; as,

(i.) "She sings **brilliantly**." Here 'brilliantly' modifies the **verb** 'sings.'

(ii.) "That is **very** good." 'Very' mod. the adjective 'good.'

(iii.) "She spoke **very** clearly." 'Clearly' mod. 'spoke,' and 'very,' 'clearly.'

Note (i.) Only adverbs of **degree** (121, ii.) can qualify **adjectives** and other **adverbs**.

Note (ii.) An adverb may also modify a **participle** or **infinitive**; thus, "To rise early is a good practice"; "Walking rapidly, I soon overtook him."

Special Uses of Adverbs.

120.—(i.) To modify a **phrase** made up of a **preposition** and a **noun**.

"He walked **up to me**." 'Up' modifies the phrase 'to me.' So, also, in "It was **greatly** above his reach"; "A nail was driven **deeply** into the wood."

(ii.) To modify a **phrase** made up of the article **a**, **an**, or **the**, and a **noun**. "That is **just the reason**."

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'Just' mod. 'the reason.' Likewise in "He is **only** a boy"; "We have **exactly** the same."

(iii.) Adverbs may be used as **nouns**. Thus—"It came from **above**"; 'above' is an adverb used as a **noun** in the obj. case governed by preposition 'from.'

(iv.) Adverbs are often used as **adjectives** and modify **nouns** and **pronouns**; thus,

"An **only** son"; "That **very** man"; "The house **here**"; "Napoleon, **lately** Emperor of the French."

Classes of Adverbs.

121.—(i.) According to their **function**.

a. The **Simple** Adverb which merely modifies the word it goes with; as,

"We arrived **yesterday**"; "Where has he gone?"
 "How many were present?"

b. The **Conjunctive** or **Relative** Adverb, which has **two** functions.

(1) It **modifies**. (2) It **connects** the clause in which it occurs with the rest of the sentence. Thus, "He went **where** he liked." Here 'where' mod. 'liked,' and connects its clause with the main verb 'went.' Other examples are:—"He knew **how** many he had." "They went to the station **where** they boarded the train."

"Remember—A conjunctive adverb **always** modifies a word (*usually the verb*) in the **clause** which it introduces.

Note.—The relative adverbs are derived from relative pronouns. They are **when, where, why, whither, while, how,** and their compounds.

(ii.) According to meaning there are adverbs,

(a) **Of Time**: *Then, now, always, soon, often, seldom, etc.*

(b) **Of Place**: *Here, there, thence, whence, up, down, etc.*

(c) **Of Manner**: *Well, ill, badly, how, however, so, as, etc.*

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never, so, at, etc.

(d) **Of Degree** : *Very, nearly, almost, quick, much, more, the, (174, iv.), etc.*

(e) **Of Number** : *Once, twice, single, one by one, first, second, etc.*

(f) **Of Modality** :

(1) **Affirmative** : *Surely, certainly, indeed, etc.*

(2) **Negative** : *Not, nowadays.*

(3) **Potential** : *Perhaps, possibly, probably, etc.*

(4) **Causal** : *Hence, therefore, accordingly, etc.*

Note.—Modal adverbs are those that show the way in which the thought is conceived by the speaker.

122.—Responsive Interjections.

The words **yes, yea, no, nay**, are called adverbs by some. But as they do **not** modify verbs, adjectives, or adverbs, and as they are used **alone** to **respond** to **questions**, a better name for them is **Responsive Interjection**.

123.—The Introductory adverb, 'there.'

The adverb **there** has a peculiar use. We employ it to begin sentences, without any reference to the idea of place; thus,

"**There** was once a good king"; "**There** came a voice from heaven"; "What is **there** that he can do?"

In such cases, **there** is called an **introductory adverb**.

EXERCISE.

124.—Parse the adverbs in the following :—

For example, "Surely he will come quickly."

Surely, a modal affirmative adv. mod. 'come.'

Quickly, an adv. of manner mod. 'come.'

1. He came while I was speaking.
2. She sang here yesterday.
3. There was not a tree to be seen.
4. He lives there.
5. She left the place where she was so happy.
6. He had no where to lay his head.
7. Lastly there came the king.
8. He is still in debt.
9. It is too bad.
10. The more the better.
11. Yours truly.
12. Gladstone, lately premier of England.
13. Perhaps he has made a mistake.
14. Be it ever so humble there's no place like home.
15. Now and then he was seen on

horseback. 16. He took the up train. 17. Where did he go? 18. I know not where he went. 19. He is only a child. 20. He is an only child. 21. There's a long time between then and now. 22. He showed me how many he had. 23. While he was here the matter was attended to. 24. Did you stand near him? Yes. 25. He worked so well that he was highly praised.

SYNTAX OF THE PREPOSITION.

125.—A **Preposition** is a word that shows the relation between a **noun** or **pronoun** and some other word in the sentence.

Prepositions may show relation between nouns or pronouns and,

(i.) **Verbs**—"He **went** to the city"; "They **came** from the country."

(ii.) **Adjectives**—"This is **enough** for me"; "He is **good** to me."

(iii.) **Nouns** or **Pronouns**—"A **man** from the city"; "The **dog** in the manger."

126.—A **Preposition** **governs** a noun or pronoun in the **objective** case.

Thus, in "He came to **me**," 'me' is in the objective case governed by the preposition 'to.'

But sometimes the object of a preposition is,

a. An **adjective** used as a noun; *e.g.*, 'in **vain**,' 'at **least**,' 'of **old**,' etc.

b. An **adverb** (of place or time); *e.g.*, 'from **above**,' 'at **once**,' 'for **ever**,' etc.

c. An **adverb phrase**, made up of another preposition and a noun; *e.g.*, 'from **under the house**,' 'till **after to-morrow**.'

Note 1.—In b. and c. both the adverb and the adverb phrase have something of the noun value.

Note 2.—The word "of" sometimes loses its prepositional value and becomes a mere appositive connective, *e.g.*, "The crime of murder" (5, ii., note 2).

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127.—Prepositions (Latin *prae*, before; *pono*, I place) generally stand before the words they govern; but they may come after them.

a. In poetry; e.g., “The fields among”; “Look the world over.”

b. Often the object of a preposition is put before the verb, and the preposition after; e.g., “What did you come for?” “John is the name that he answers to.”

But when they are put after, their objects are frequently not expressed nor readily understood, and the prepositions have the value of adverbs; e.g., “A good horse to ride on”; “Your case shall be attended to”; “Nothing worth speaking of.”

Note.—For phrasal prepositions see 143, (v.).

EXERCISE.

128.—Parse the prepositions in the following. For example, “Send the parcel to town in the evening.”

to—a preposition, relation ‘town’ and ‘send.’

in—a preposition, relation ‘evening’ and ‘send.’

1. They mock the air with idle state. 2. When Britain first, at Heaven’s command, arose from out the azure main. 3. I was sensible of the truth of this saying. 4. This generous advice was consented to. 5. It were to be wished that love of their country were the first principle of action in men of business, even for their own sakes. 6. It was a matter often inquired into but never disposed of. 7. This house I never again show my face in. 8. They tried again, but in vain. 9. He looked the matter over, at once. 10. Your objection we make no account of. 11. The sound seemed to come from under the floor. 12. She sat near the lake, (to, i.). 13. He walks like a soldier. 14. We were delayed on account of an accident. 15. They do nothing but play. 16. The tenant was put out of the house.

(For further practice in prepositions, see 143, Exercise).

SYNTAX OF THE CONJUNCTION.

129.—A **Conjunction** is a word that joins sentences together ; as,

"They listened, **but** they could not hear."

The words **and**, **or**, **but**, besides joining sentences, have the power of joining nouns or other words. Thus we say, "Two and two are four." "He is honest **but** mistaken."

130.—Conjunctions are of two kinds, (i.) **Co-ordinative**, and (ii.) **Subordinative**.

(i.) **Co-ordinative** Conjunctions are those that join together sentences or clauses of **equal** rank.

These are subdivided as follows :—

a. **Copulative**.—Those that **couple**, or join on, one clause to another. Such are :—*and, also, likewise, as well as, further, moreover, now, well.*

b. **Alternative**.—Those that offer a choice of two or more things. Such are :—*or, nor, either, neither, else.*

c. **Correlative**.—Alternative and also copulative conjunctions may be **correlative** ; that is, be used together and have a **mutual** relation. Such are :—*either—or, neither—nor, both—and, not only—but also, partly—partly.*

d. **Adversative**.—Those that place the second sentence or clause in some kind of **opposition** to what precedes. Such are :—*but, yet, however, still, nevertheless, notwithstanding.*

e. **Illative**.—Those that denote **effect** or **consequence**. Such are :—*hence, therefore, wherefore, consequently, so, then.*

f. **Causal**.—Those that denote cause, such as *for*.

Note 1.—*And, but, either, or, neither, nor, but, yet*, are **pure conjunctions**. The others in the above list are **conjunctive adverbs**, (121, b.).

Note 2.—Combinations of some of the above conjunctions are common ; thus, *but then, but yet, and also, and yet,*

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and further. A combination consisting of two conjunctions of the same class secures greater emphasis; thus, 'but yet,' 'and also' are emphatic forms of 'but' and 'and.' When, however, conjunctions of different classes are combined we must classify according to the meaning which predominates, and this will be determined by the context. Examples of such are **but** then, and yet, and therefore.

(ii.) A **Subordinate Conjunction** is one that joins a **dependent** clause to that on which it depends; e.g.,
"He said **that** he would go **if** he could."

'That' joins the clause 'he would go' to 'said,' the word on which it depends; 'if' joins the clause 'he could' to 'would go.'

The subordinate conjunction has the following sub-classes:—

There are conjunctions,

(a) **Of Place**: *where, whence.*

(b) **Of Time**: *after, before, ere, while, since, now.*

(c) **Of Cause**: *because, since, as, for, whereas, seeing, that.*

(d) **Of Condition**: *if, unless, provided, without, whether, but.*

(e) **Of Concession**: *though, although, albeit, notwithstanding.*

(f) **Of Purpose**: *that, in order that, lest.*

(g) **Of Result**: *that, so that.*

(h) **Of Comparison**: *than, as.*

(i) **The Substantive Conjunctions**: *that, whether, if.*
(134, iv.)

131.—Parsing of the Conjunction.

Besides naming the conjunction or conjunction phrase as such, we need to tell the **class** and **sub-class**, and the **words** or **sentences** that it connects.

For exercises on parsing the conjunction, the student should take the examples given under compound and complex sentences (159, 163, 167, 171, 175).

Some Difficult Words.

132.—Now that we have studied the relationship of the different parts of speech, it will be in place to consider some individual words that have varied uses, and which give more or less difficulty to the student.

Uses of 'That.'

133.—The word **that** has the following uses:—

(i.) **Demonstrative Pronoun.** "I know **that**."

(ii.) **Demonstrative Adjective.** "**That** man."

(iii.) **Relative Pronoun.** "I know the person **that** you speak of."

In this case **that** always introduces an **adjective** clause which modifies the antecedent; thus,

a. "We came the day **that** he was hurt (on)." Here the clause '**that** he was hurt' modifies 'day,' and '**that**' is in the objective case governed by the preposition 'on' understood.

b. "He is not here **that** I know of." Here the antecedent is the **substantive idea** implied in the main sentence, viz., 'his being here'; and '**that**' is objective governed by 'of.'

c. "Their sorrows shall be multiplied **that** hasten after other gods." Here the antecedent of '**that**' is implied in the possessive adjective 'their.'

d. "He never comes **that** he does not mock me." Here the antecedent is **time** implied in adverb 'never' (=at no time). '**That**' is objective governed by preposition 'at' understood at the end of the clause.

(iv.) **Subordinate Substantive Conjunction.**

That is called a **substantive** conjunction when it introduces a noun clause. This clause has most of the constructions of the noun. Observe, then, that '**that**' is a **substantive conjunction** in the following, where the noun clause is

a. **Subject of verb.** "The fact **that** *he was there* is certain."

b. **Object of verb.** "They say **that** *she was ill*."

c. **Predicate Noun.** "The truth is **that** *he did it*."

d. **In apposition.** "The fact **that** *it was done* is apparent."

e. Object of a preposition. "You err in *that you shed innocent blood.*"

f. Adverbial objective. "I am sorry *that she did not come.*"

g. Predicate objective. "I think the cause to be *that he was idle.*"

h. Nominative absolute. "Granted *that he did so*, what follows?"

(v.) Subordinate Conjunction of Purpose.

"He died *that* (= *in order that*) we might live."

(vi.) Subordinate Conjunction of Cause.

"Now *that* (= *since* or *because*) you mention it, I remember."

(vii.) Subordinate Conjunction of Result or Consequence.

"What were you doing *that* you did not come?"

In (v.), (vi.), and (vii.), '*that*' always introduces adverbial clauses of purpose, cause, and result respectively.

EXERCISE.

134. Parse '*that*' in the following sentences:—

1. Let us go early that we may get seats.
2. There is no need that she be present (iv., f).
3. On the day that thou eatest thereof, etc.
4. This is something that I must guard against.
5. That wine is dear.
6. Is he an oracle that we should look up to him?
7. He was so weak that he fell (vii.).
8. That I might avoid the rush, I went early.
9. I remember the day that he wore it.
10. For those that fly may fight again, which he can never do that's slain.
11. The triumph of my soul is that I am.
12. That there should be such a likeness is not strange.
13. It was that that that should have been which.
14. His praise is lost that stays till all commend.
15. They made a bargain that they would never forsake each other.
16. Persuasion in me grew that I was unpopular.
17. That he never will is sure.
18. It is you that I speak to.
19. They will admit that he was a great poet.
20. Knowledge is proud that he has learned so much; wisdom is humble that he knows no more.

(For further examples of the uses of 'that,' see exercises under clauses, 167, 171, 175).

Omission of 'That.'

135.—In clauses of all kinds the connective 'that,' whether relative pronoun or conjunction, is often omitted.

136.—In the following, supply 'that' where omitted and parse it.

1. Thou seest I am calm. 2. No wonder you are deaf to all I say. 3. I do assure you I would offer him no less. 4. The moment my business here is arranged, I must set out. 5. Now I think on thee my hunger's gone. 6. Take the good the gods provide thee. 7. Here find that calm thou gavest so oft before. 8. There be some sports are painful. 9. And you may gather garlands there. Would grace a summer queen.

Uses of 'But.'

137.—The word 'but' has the following uses:—

(i.) **Preposition** (= *except*); e.g., "All but one"; "The last but one"; "He did nothing but laugh."

(ii.) **Subordinate Conjunction** (= *except that, or unless, or if not*).

"There is no flock, however watched and tended, but one dead lamb is there."

(iii.) **Co-ordinate Adversative Conjunction**; e.g., "He was honest, but he was not esteemed"; "All but he had fled"; "Brave but tender."

(iv.) **Negative Relative Pronoun** (= *that, not*); e.g.,

"There is not one but knows it."

Note.—In such a sentence 'but' may be taken in three different ways.

1. **Negative Relative** (= *that not*), introducing an adjective clause.

2. **Preposition** (= *except*), governing a noun clause.
 3. **Subordinate Conjunction** (= *unless*), introducing an adverbial clause of condition.

(v.) **Adverb of degree** (= *only*); "He is but a child."

EXERCISE.

138.—Explain the grammatical uses of 'but' in the following:—

1. There is no fireside, howe'er defended, but has one vacant chair.
2. There is rarely a great gathering but some accident occurs.
3. Not but that I might have gone if I had chosen (= I would not say anything but that, etc.).
4. Death but entombs the body.
5. Kings should groan for such advantages; but we, humbled as we are, should yearn for them.
6. Had seen thee sooner, lad, but had to see the hounds kennelled first.
7. Short his career, indeed, but ably run.
8. Not but that they thought me worth a ransom, but they were not safe when I was there.
9. Man never is but always to be blest.
10. They were but too ready to believe it.
11. Whence all but he had fled.
12. There is'n't a girl in the class but remembers it.
13. They love him not as king but as a party leader.
14. Say where greatness lies; where but among the heroes and the wise?
15. He would have gone but for his lameness.
16. Don't imagine but that he has done his best.
17. As regards this matter, I can but say this.
18. He all but fainted.
19. He says I have wronged him; but so far from that I have done him all the good I can.
20. All our ambitions death defeat but one.

Uses of 'As.'

139.—The word 'as' has the following uses:—

- (i.) **Adverb of Degree.** "It is as good as mine."
 Note.—The second 'as' in this example is not an adverb, but a conjunction (see below).

(ii.) **Relative Pronoun.**

- a. After the correlative 'such' or 'same.'

"It is the **as** I saw"; "I will give you such **as** I have."

b. When the antecedent is a **sentence**.

"He is ill **as** we know"; "He is late **as** (is) usual."

c. In the phrases '**as to**' and '**as for**'.

"**As to** that I cannot say" (= I cannot say (anything) **as** (=which) pertains to that). "**As for** me I am not particular."

These phrases are the result of contraction, and it is almost impossible to supply in some cases the necessary words. Perhaps '**as for** me' = '**as is for** me.' But it is safe to consider that '**as**' in such cases is the subject of some verb formerly expressed, but now only implied. But see. c, 2.

d. After the correlative '**as**'.

"He is as worthy a man **as** ever lived." This is perhaps, the only instance of a definite relative pronoun introducing an adverbial clause (42, iii.).

(iii) **Subordinate Conjunction**, introducing an adverb clause,

a. **Of Time**. "I saw them **as they were passing**."

b. **Of Cause**. "**As it was past the time**, I let them go."

c. **Of Manner**. "He did **as I told him**."

d. **Of Comparison**. "They are not as idle **as they were**."

(iv.) **As**, the Subordinate Conjunction, is often found in an elliptical sentence, wherein, if the ellipsis be supplied, '**as**' will be found to introduce an adverb clause, as in (iii.).

a. "**As** is good **as** mine (is good)." The same as (iii.).

b. "He looks **as** (he would look) if her were tired. (iii.), c.

c. "He put it off as long **as** (putting it off was) possible." (iii.), d.

d. "He **as** (he is) a teacher should be patient." (iii., b)

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e. "(Although they are *as*) poor *as* they are, my friends are honest." (iii.), d.

f. "You must act so *as* (one would act) to gain approbation." (iii.), c.

g. "He met, *as it were* (=as he would meet if it were) the lion in his den." (iii.), c.

(v.) But there are special idiomatic phrases where it is hardly possible to fill out the ellipsis so as to give '*as*' its proper meaning.

a. Sometimes '*as*' = 'in the character of,' 'in the light of,' 'with respect to'; e.g., "He did this *as* a precaution"; "*As* a rule he was very attentive." Here '*as*' is most like the preposition and may be so considered.

b. **Appositive Connective.** When the nouns or pronouns connected by '*as*' refer to the **same** person or thing, '*as*' is called an Appositive Connective; e.g., "They like him *as* a minister"; "As a ruler he was beloved."

In such cases '*as*' is most like the **co-ordinate** conjunction.

c. **In Compounds.**

1. In Compound Conjunctions; e.g., "He looks *as though* he were tired." 'As though' is used in the same sense as 'as if'; while if the ellipsis were filled out 'though' could not begin the conditional clause, *as* in (iv.), b.

2. In Compound Prepositions. 'As to' and 'as for' (Sec. ii., c) are often considered compound prepositions, and in some cases, indeed, 'as' can hardly be taken as a relative pronoun; e.g., "He was doubtful *as to* which it was."

3. In Compound Adverbs; e.g., "They have not come *as yet*."

EXERCISE.

141.—Parse '*as*' in the following sentences:—

1. Thou shalt love thy neighbor *as* thyself.
2. Such a one

as he can succeed. 3. As we live so we die. 4. Things will be but as they were. 5. He settled in Boston as a place of culture. 6. B. appears to-night as Hamlet. 7. They are spoken of as the elder gods. 8. Bad as his actions are, there is still hope that he will reform. 9. He was as good as his word. 10. His fame as an orator was great. 11. He did his duty as chairman. 12. They loved him not as king, but as a party leader. 13. I cannot lend you so much as a dollar. 14. They are spoken of as thieves. 15. He looks as if he were tired. 16. Work as he may he will fail. 17. Much as I would like to go, I will stay here. 18. My guide, as a matter of course, did not know the way. 19. As for me, I gave way to him as to a learned man. 20. I gave that as an answer. 21. Nothing has been done as yet. 22. The ship was lost, as you are aware. 23. He is the same as he was. 24. He is such as I admire. 25. I shall remember it as long as I live. 26. He spoke as follows. 27. As to that I will say nothing. 28. He governed wisely, so as to gain attention. 29. I cannot do so much as read. 30. I am not such a fool as to believe that.

PHRASES.

142.—A phrase is a combination of two or more words (not including a subject and predicate) having in a sentence the value of a single part of speech.

Compare the definition of clause (163).

Note the words **subject** and **predicate** here do not include the **objective subject** and **objective predicate** (16; 97, 1., b); as, "I saw him go." 'Him' and 'go' are related as a sort of subject and predicate, as the action of going is indirectly predicated of 'him.' Yet such combinations are not clauses, but phrases. In the former the subject is in the **nominative case** and the predicate a finite verb; in the latter the subject is in the **objective case**, and the predicate an **infinitive** or **participle**.

143.—Grammatical Values of Phrases.

A phrase may have the value of:

(i.) A **noun**.

a. As the subject—"Making shoes is his business."

b. As the object—"I saw him go (or him coming)."

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c. After a preposition—"I am tired of **doing this**."

(ii.) An **adjective**. "The store **at the corner**."
In "The house is **on the hill**." 'On the hill' is a **predicate adjective phrase**.

Note.—One phrase may include another ; as, "**Making a note of the affair**, he departs." 'Making . . . affair' is an adjective phrase modifying 'he,' while 'of the affair' is another adjective phrase modifying 'note.'

(iii.) An **adverb**. "Proceeding **from that point** we reached a river." 'From that point' is an **adverbial phrase** modifying the participle 'proceeding.'

Observe that this adverbial phrase is part of the adjective phrase 'proceeding . . . point,' which modifies 'we.'

Like the simple adverb, the adverbial phrase may express **time, place, manner**, etc.

Note.—**Adjective and adverbial phrases** are most commonly made up of a **preposition** and its accompanying noun.

(iv.) A **verb**. "He **is going**." "He **has been sent**."

For full treatment of **verb, infinitive and participle phrases** see 89, 96, 105.

(v.) A **preposition**. "He failed **on account of** his idleness." Some of these phrases are : *in front of, by way of, because of, according to, from out, instead of, out of, in regard or respect to*.

(vi.) A **conjunction**. "He **as well as I**." Some of these phrases are : *in order that, seeing that, but yet, and further* (131, note 2).

EXERCISE.

Point out and give the grammatical value of the phrases in the following :

1. Things went on with little variation.
2. She pursued her course with a certain quiet, curious humour.
3. Her face was a matter of conjecture.
4. I knew the name at the end.
5. They are in close alliance (See ii.).
6. A new card-plate has been engraved.
7. Things can be said in the dark that

would shrink from speech in the broad light. 8. I am keeping you because of this. 9. "See here," he said, returning once more to the charge. 10. The situation, in John's opinion, having reached a climax, there was nothing for it but to wait results. 11. He executed the orders of his superior to the very letter. 12. For the first time he looked behind him. 13. Nearer and nearer it came, dancing to the tune of a man's brisk walking. 14. Yet there was only one way to silence him, and that way this great-hearted fellow, in his simple instinct, trusted to providence. 15. He tramped up and down, beating off the cold with his wiry arms, and stamping his booted feet, striking sparks from the frozen ground. 16. I am not exactly sure about the hilarity of the occasion, even now. 17. The Spanish fleet, with broken sides, lay round us all in a ring. 18. The speech of Lord Stafford upon his trial, is, in my opinion, one of the most simple, touching, and noble in our language. 19. All being in readiness, they departed. 20. Instead of doing this, he began to make apologies. 21. I came in order that I might be present at the opening. 22. According to this, he failed on account of his indifference.

THE SENTENCE.

144.—The **sentence** has been defined as a statement made about something. We shall now proceed to study the **CLASSIFICATION** and **ANALYSIS** of sentences.

CLASSIFICATION OF SENTENCES.

A. According to Form.

145.—Sentences differ in the **form** that they take. On the basis of **form**, sentences may be classified as follows :

(i.) **Assertive.**

"She goes to school." "He is not at home."

(ii.) **Interrogative.**

"Have you received my letter?" "Where has he gone?"

(iii.) **Exclamatory.**

"How earnest he is in his work!" "What a fine specimen this is!"

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In the cases of interrogative and exclamatory sentences, the usual order of words is changed, and they should be put in the assertive order for the purpose of analysis; thus,

"You have received my letter."

"He is how earnest in his work."

(iv.) **Imperative.**

"Sir, look to your manners." "Consider the lillies of the field."

In imperative sentences the subject is usually omitted. In the first sentence, 'sir' is nominative of address, and the real subject, 'you' or 'thou,' is not expressed.

(v.) **Optative**, expressing a **wish** or **invocation**.

"Thy kingdom come." "Oh, could I flow like thee!"

The verb in such a sentence is in the subjunctive mood. (See 64, i.)

EXERCISE.

Classify the following sentences according to **form** :

1. How seldom, friend, a good, great man inherits honor or wealth. 2. For shame, dear friend, renounce this canting strain. 3. What wouldst thou have a good, great man obtain? 4. "Come, tread us a measure," said young Lochinvar. 5. Thy will be done. 6. Eternal blessings crown my earliest friend. 7. What does it matter? 8. Be sure that you are right. 9. Take no thought for the morrow. 10. Around his hearth may guardian saints attend. 11. Fill high the bowl with Samian wine! 12. Where is the Pyrrhic phalanx gone? 13. Let music sound while he doth make his choice. 14. How far that little candle throws his beams! 15. Awake, arise, or be forever fallen. 16. Shall Rome stand under one man's awe? 17. How come you thus estranged? 18. Part we in friendship from your land. 19. Some heavenly power guide us. 20. Perish the thought. 21. So Heaven decrees; with Heaven who can contest? 22. Wherewith shall a young man cleanse his way?

23. Curse not thy foeman now;
Mark on his pallid brow
Whose seal is set.

24. How sleep the brave, that sink to rest
By all their country's wishes blest!

B. According to Composition.

146.—There are **four** kinds of sentences according to composition :

Simple, Compound, Complex and Compound-Complex.

(i.) A **Simple** Sentence contains only **one** subject and **one** predicate.

"I extended the range of my observation."

(ii.) A **Compound** Sentence contains **two** or **more** simple sentences of equal rank.

"My brother told me, and I believed him."

(iii.) A **Complex** Sentence is a statement that contains **one principal** sentence and one or more sentences **dependent** upon it, which are called **subordinate** sentences.

"I saw what he was doing."

(iv.) A **Compound-Complex** Sentence contains **two** or more **independent** sentences, and one or more **subordinate** sentences.

"We took the road which led to the forest, but they returned home."

EXERCISE.

Classify the following sentences according to **form** and **composition** :

For example :—

"What foolish notion possesses you ?"

Kind—Simple Interrogative.

"The men who were working here have gone away."

Kind—Complex Assertive.

1. I knew every spot where a murder or robbery had been committed. 2. He made us all merry, and we esteemed him much. 3. Where is the book that I gave you ? 4. Take this away and bring me the other. 5. The lady who teaches music is a skilful artist, but her pupils are not making much progress. 6. May heaven their simple lives prevent from luxury's contagion weak and vile. 7. She shall be our messenger to this paltry knight. 8. Hooks of voyages and travels became my passion, and in devouring their contents I neglected the regular exercise of the school.

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(As a supplement to this exercise, let the student classify the sentences in some piece of ordinary prose composition).

THE PARTS OF A SENTENCE.

147.—The parts of a sentence are as follows :

(i.) The **Subject**; (ii.) The **Attributive Adjuncts of the Subject**; (iii.) The **Predicate**; (iv.) The **Object**; (v.) The **Attributive Adjuncts of the Object**; (vi.) The **Adverbial Adjuncts of the Predicate**.

Note.—The essential parts of a sentence are the **subject** and **predicate**; the other parts may or may not be present.

SUBJECT AND OBJECT.

148.—The kinds of subjects and objects are as follows :

(i.) A **Noun** : as,

"**Canada** is our home." "We love **Canada**."

(ii.) A **Pronoun** : as,

"**It** is the land of the free." "We love **it**."

(iii.) An **Adjective** used **substantively**, *i.e.*, with a noun value : as,

"The **good** are respected." "He praises the **studious**."

(iv.) A **Gerund** : as,

Learning grammar is necessary. He likes **learn-**
ing grammar.

(v.) A **Verbal Noun** : as,

"**Wheeling** is good exercise." "They heard the **striking** of the clock."

(vi.) a. A **Simple Infinitive with 'to'** : as

"**To see** is to believe." "I love **to see** that."

b. A **Simple Infinitive without 'to'** : as,

"Better **dwell** in the midst of **storms**
Than **reign** in this horrible place."

"I had rather **stay** at home."

(vii.) A Quotation : as,

"**Ay, ay, sir!**" burst from a thousand throats."
We heard his last "Good bye, Tom."

(viii.) A Noun-Clause : as,

"**That he was a tyrant** is generally admitted."
"We knew **that he was a tyrant.**"

Note (i.) We frequently have the **Representative** subject or object 'it,' 'this,' or 'that,' followed by a real subject or object ; as,

"It is hard to die"; "He thinks it hard to die"; "**This** ruined him; **his inordinate love of riches.**"

Note (ii.) There is also the **Impersonal** subject or object 'it.' The pronoun 'it' sometimes stands, not for the real subject, but helps to indicate that some condition or action exists or is going on ; as,

"It rains"; "It is dark"; "He footed it to town."

Note (iii.) Sometimes the subject or object is **Compound** ; as,

"**James and John** went to town"; "**He has wheat and corn.**"

Note (iv.) Sometimes, especially in poetry, a **redundant** pronoun is put in with the subject, as

"My banks, **they** are furnished with bees."

EXERCISE.

Point out the **subjects** and **objects** in the following sentences, and state their **kind** :

1. It is too bad that he did not come.
2. The army means to besiege us.
3. He said that he would go.
4. Digging trenches is hard work.
5. The prosperous are sometimes cold-hearted.
6. Come and trip it as you go.
7. "All is well that ends well" is a famous saying.
8. They want to drive to town.
9. I saw the hanging of the crane.
10. Studying is tiresome work.

ATTRIBUTIVE ADJUNCTS.

149.—The **Attributive Adjuncts** of the **subject** or of the **object** are of the following kinds :

(i.) An **adjective**—one or more.

"**That little old man** was here to-day."

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(ii.) An **Adjective Clause**.

"The one **that I saw** was like this."

(iii.) A **Noun**—one or more in **apposition**.

"Sandy, the **hedger and ditcher**, went by this morning."

(iv.) A **Noun Clause** in **apposition**.

"The fact **that he did it** is enough."

(v.) **Noun** (or pronoun) in **possessive case**.

"Jim's (or his) hat flew off."

(vi.) A **Phrase**.

The drive **to town** was pleasant.

(vii.) A **Participle** (or a phrase beginning with a participle):

"She, **dying**, gave it to me." "**Having found the lost money**, he returned it."

(viii.) A **Gerundial Infinitive** (97, iii.).

"There was no bread **to eat**." "I have work **to do**."

Note (i.) A subject or an object may have **several** attributive adjuncts of various kinds; e.g., "The old (i.) man, **White**, (iii.) **suffering from rheumatism**, (vii.) **ended his days in misery**."

Note (ii.) An attributive adjunct may be itself enlarged. Thus in the sentence above, 'from rheumatism' 'modifies' 'suffering.'

EXERCISE.

Point out the **attributive adjuncts** of the subjects and objects in the following, and state the nature of those adjuncts:

1. James, the miller, has a brown horse.
2. A man of weak health cannot have the happiest life.
3. Does your uncle, the doctor, know the meaning of this?
4. Coming home, I saw an officer with a drawn sword riding along the street.
5. Walking along the street, we saw a house to let.
6. Having finished the work, we took a long walk on the beach.
7. John's hat has a big hole in it.
8. He told a long story about his brothers.
9. Those boys have work to do.

THE PREDICATE.

150.—The following kinds of predicates occur:

(i.) A **verb** or **verb-phrase** making a **complete** predicate. This may be either:

(a) An **intransitive** verb; as,
"He **runs**"; "God **is**"; "They are singing."

(b) A **transitive** verb; as,
"He **makes** a wagon."

Note.—In one sense 'makes' is not complete without the objective noun 'wagon,' and is by some called an incomplete predicate. But it seems more satisfactory to leave the term 'incomplete' for the following.

(ii.) A **verb** or **verb-phrase** making an **incomplete** predicate. This may be:

a. One of the **intransitive** verbs: *be, seem, appear, become*, etc. (151), having for its completion one of the following:

(1) A **noun** (or pronoun) in the predicate nominative case.

"He is a farmer"; "I am he."

(2) A **predicate adjective** or adjective phrase, as
"They seem good"; "He is without friends."

(3) A **noun clause**:

"The triumph of my soul is that I am."

b. One of the **transitive** verbs: *make, call, choose, elect*, etc., having for its completion one of the following:

(1) **Objective Predicate Noun** (14; 155, v.):

"They made him **king**"; "They chose him **captain**."

(2) **Objective Predicate Adjective** (20, iii. c.):

"He drove the man **insane**"; "He made me **angry**."

151.—The following is a fairly complete statement of the **verbs** that make **incomplete predicates**:

(i.) **Intransitive verbs**:

a. The verb **be**; thus,

"She **was** a heroine"; "They **have been** soldiers."

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153.—

Adjunct

(i.) **An**

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b. **Become, grow, get, turn, and the like.**

"His face **grew** black"; "I **became** ill."

c. **Remain, continue, stay, and the like.**

"He **continues** grateful"; "He **remains** a farmer."

d. **Seem, appear, look.**

"She **seems** a goddess"; "This **looks** good."

e. **Sound, smell, feet, taste.** "It **sounds** hollow."
"It **smells** sweet."

f. Verbs of **state and motion**, such as **stand, sit, go, move**, etc. "The door **stands** open." "The water runs **smooth**."

g. The **passive** of verbs which in the **active** are followed by an objective predicate, (15) or **predicate-objective** (17 note 2). "He is **considered** a good player." "He **was made** president."

(ii.) **Transitive Verbs.** Make, call, **choose, elect**, are the most common, but there are many others: Of course these verbs are **not always** incomplete, as

"I **make** books." 'Make' is here complete, but in I **make** the books red. 'Make' forms an incomplete predicate with its objective complement 'red.'

152.—Point out and show the nature of the predicates in the following sentences:

1. He remained faithful. 2. It appears good. 3. We have wealth. 4. They are men. 5. It grew dark. 6. It has been giving trouble. 7. He has been an engineer. 8. They are considered good men. 9. He made the stick straight. 10. They chose him captain. 11. We shall have a good time. 12. She is sewing. 13. We shall become old. 14. They got warm. 15. We shall have been faithful. 16. The rose smells sweet. 17. He turned red. 18. They sat still. 19. The reason was that he was idle. 20. They call him Jack. 21. We are called students.

ADVERBIAL ADJUNCTS.

153.—There are the following **kinds** of **Adverbial Adjuncts**.

(i.) **An Adverb.**

"The matter was done **quickly**." "They run **fast**."

(ii.) An **Adverbial Clause**.
 "He goes **where he likes**." "He comes **when he wishes**."

(iii.) An **Adverbial Phrase**.
 "The man speaks **with great effect**." "Look for it."

(iv.) A **Gerundial Infinitive**.
 "I came **to see**." "He is good **to go**."

(v.) A **Noun in the Adverbial Objective**.
 "He stayed all **day**." "He came last **night**."

(vi.) Mostly all **Absolute Phrases**.
 "**The sun having risen**, we set out."

EXERCISE.

154.—Point out the **adverbial adjuncts** in the following, and state the **kind** in each case :

1. My soul turn from them, turn we to survey.
 Where rougher climes a nobler race display.
2. The boys were pulling switches from the fallen tree. 3. The shades of night were falling fast. 4. Bring that paper from the desk. 5. Cannot you stay a day or two? 6. This said, he sat down. 7. The war being ended, Caesar hastened into Italy. 8. How dearly I abide that boast so vain. 9. The book costs five cents. 10. Pride may be pampered while the flesh grows lean. 11. Since my country calls me, I obey. 12. He lay down, his heart heavy with sorrow. 13. He did nobly. 14. He was paid in his own coin. 15. This was said with much emphasis.

Analysis.

It will be observed from the foregoing that a sentence has necessarily two parts—the **subject** and the **predicate**, and that it may have four additional parts, the nature of which has been set forth. It will now be in place to put into practice the principles laid down in the preceding sections (147 to 153).

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ANALYSIS OF THE SIMPLE SENTENCE.

155.—The **analysis** of some simple sentences will now be set down, and the student should observe the scheme of analysis and make use of a similar one in writing out the analysis of the sentences in the exercise given below.

(i.) "Have those little boys finished their Latin exercises during my absence?"

Kind—Simple Interrogative.

Subject—'boys.'

Att. Adj. of Subj.—1. 'those'; 2. 'little.'

Predicate—'have finished.'

Object—'exercises.'

Att. Adj. of Obj.—1. 'their'; 2. 'Latin.'

Adv. Adj. of Pred.—'during my absence.'

(ii.) "Having ridden up to the spot, the enraged officer with a single blow of his sword."

Kind—Simple Assertive.

Subject—'officer.'

Att. Adj. of Subj.—1. 'the'; 2. 'enraged';
3. 'having . . . spot.'

Predicate—'killed.'

Object—'man.'

Att. Adj. of Obj.—1. 'the'; 2. 'unfortunate.'

Adv. Adj. of Pred.—{ 1. 'on the spot';
2. 'with a . . . sword.'

(iii.) "It is I."

Kind—Simple Assertive.

Subject—'it.'

Pred. { *I. P.*—'is' (150, ii.).
S. C.—'I.'

Note.—I. P. = Incomplete Predicate; S. C. = Subjective Complement.

This is the model scheme for such words as are in 151, i.

(iv.) "Who is he?"

Kind—Simple Interrogative.

Subject—'he.'

Pred. { *I. P.*—'is'.
S. C.—'who.'

Note.—The construction of the interrogative sentence is the same as that of the declarative answer.

- (v.) "They made him king."

Kind—Simple Assertive.*Subject*—'they.'*Pred.* { *I.P.*—'made' (150, ii., b). { *O.C.*—'king.'*Object*—'him.'

Note.—O. C. = Objective Complement. This is the model scheme for such verbs as are in 151, ii.

- (vi.) "Will he make me do that."

Kind—Simple Interrogative.*Subject*—'he.'*Predicate*—'will make.'

Complex Obj. { *Objective Subj.*—'me' (16).
 { *Objective Pred.*—'do' (97, i., b).
 { *Object of O.P.*—'that.'

- (vii.) "How pleasant it is to feel the sun's warmth."

Kind—Simple exclamatory.*Rep. Subj.*—'it' (148, note i.).*Real Subj.*—'to feel the sun's warmth.'*Pred.* { *I.P.*—'is.' { *S.C.*—'pleasant.'*Adv. Adj. of Pred.*—'how.'

- (viii.) "May the morrow bring you success."

Kind—Simple Optative.*Subject*—'morrow.'*Att. Adj. of Subj.*—'the.'*Predicate*—'may bring.'*Direct Obj.*—'success.'*Indirect Obj.*—'you' (9).

- (ix.) "He thinks it hard to die."

Kind—Simple Assertive.*Subject*—'he.'*Predicate*—'thinks.'

Complex { *Rep. Objective Subj.*—'it.'

Object { *Real* " " "—'to die.'

 { *Objective Pred.* { *I.P.* (1d be)
 { *Comp't* 'hard' } (20, iii., b).

- (x.) "He is considered a good player."

Kind—Simple Assertive.*Subject*—'he.'

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Pred. { *I.P.* 'is considered.' (151, g.).
 S.C. — 'player.'
Att. adj. of Compt. — 1. 'a', 2. 'good.'

EXERCISE.

156.—Analyse the following sentences according to the foregoing scheme, applying the principles laid down in sections 147 to 153, inclusive.

1. Coming home, I saw an officer with a drawn sword riding along the street. 2. I shall most likely hear from you to-morrow. 3. Hoping to find an easier road, we left our companions at the bridge. 4. The wine tastes good. (151, e. 155, iii.). 5. How much money will be enough for you? 6. What foolish notion possesses you? 7. A man of weak health is incapable of the thorough enjoyment of life. 8. He struck the man dead with a single blow. (155, v.) 9. He was considered a fool for his pains. 10. They made Claudius Emperor. 11. You have made your hands clean. 12. The whisper came soft and low to our ears. (151, f.). 13. What is the use of making such a fuss? 14. A Roman's life, a Roman's arms, take thou in charge this day. 15. He seems a good player. 16. What arrant nonsense that foolish man talks! 17. The shower has left the myrtle and violet banks so fresh. (155, v.). 18. Sooner shall he drink the ocean dry. (19) They all with one accord began to make excuse.

ANALYSIS OF THE COMPOUND SENTENCE.

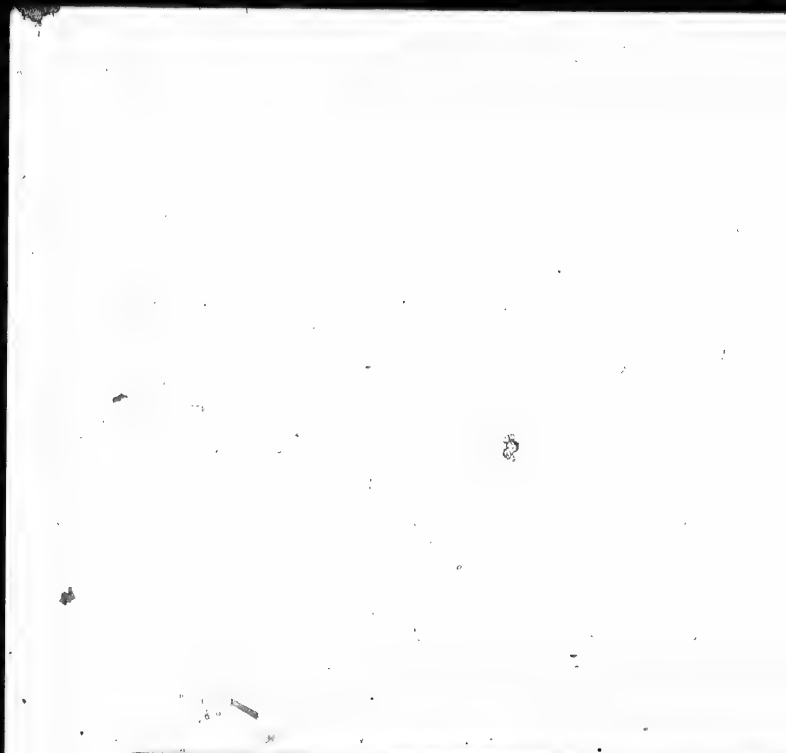
157.—A Compound Sentence has been defined as one that contains two or more simple sentences of equal rank.

These simple sentences are **always** joined by co-ordinative conjunctions (131, i.). The conjunctions do not enter into any of the six parts of the sentence, (147), unless they have adverbial function, (131, note i.), when they belong to the adverbial adjuncts of the sentence in which they occur.

158.—The analysis of a compound sentence requires no special discussion. All that has to be done is to analyse each of the co-ordinate clauses separately. The analysis of one sentence will be sufficient to illustrate the scheme.











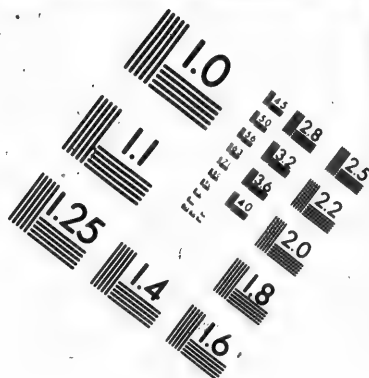
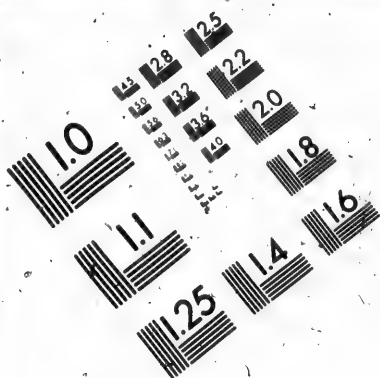
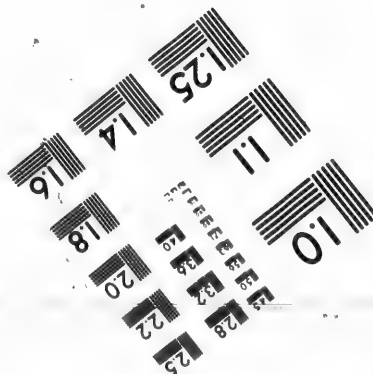
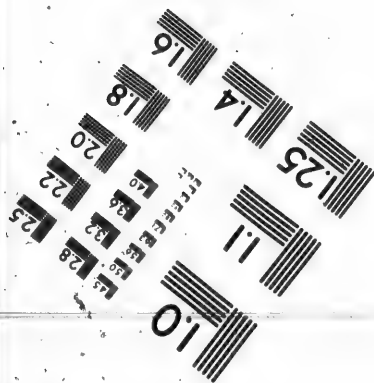
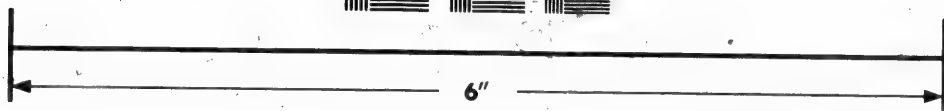
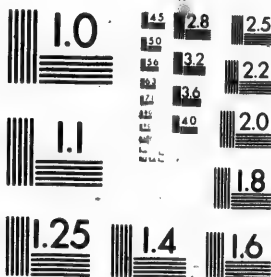


IMAGE EVALUATION TEST TARGET (MT-3)



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1. "The people of England made Henry IV. king, but he was not the lawful heir."

Kind—Compound.

Sentence A.—'The people king.' ^{AP}

Kind—Simple Assertive.

Subject—'people.'

Att. Adj. of Subj.—1. 'the'; 2. 'of England'.

Pred. { *I. P.*—'made.'

O. C.—'king.'

Object—'Henry IV.'

Sentence B.—'he was not the lawful heir.'

Kind—Simple Assertive.

Subject—'he.'

Pred. { *I. P.*—'was.'

S. C.—'heir.'

Att. Adj. of Comp.—1. 'the'; 2. 'lawful.'

Adv. Adj. of Pred.—'not.'

Adversative Conj'd.—'but.'

EXERCISE.

159.—Analyze the following sentences:

1. They made the canal wider and deeper and yet it was too small for the larger vessels. 2. He called the man a fool but he was sorry afterwards. 3. The thunder turned the milk sour and so we have none for breakfast this morning. 4. Neither am I fond of skating nor do I like cold weather. 5. You do not speak loudly enough or else my hearing is dull. 6. My brother Henry told me that yesterday and I have great confidence in his veracity. 7. In the morning before the battle he was very cheerful, and putting himself into the first rank of the Lord Byron's regiment he advanced upon the enemy.

ANALYSIS OF THE COMPLEX SENTENCE.

160.—As has been shown, a Complex Sentence contains **one principal** sentence and **one or more subordinate** sentences.

161.—The analysis of a complex sentence requires the observance of the following points in addition to those noted in the analysis of simple sentences:

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(i.) Find out the **Principal Sentence**.

(ii.) Look for the other **finite verbs**. Each of these means a subordinate sentence. After finding the verbs, attach to each its **subject**, **object** and **extensions**.

(iii.) Look for the sentences, if any, that modify the **subject** of the principal sentence.

(iv.) Find those, if any, that belong to the **object** of the principal sentence.

(v.) Look for the subordinate sentences that modify the **predicate** of the principal sentence.

(vi.) A subordinate sentence that is the **subject** or **object** of a finite verb, or otherwise fulfils the function of a noun, is called a **Noun Clause**.

(vii.) A subordinate sentence that **modifies** the **subject** or **object** of the principal sentence or any noun or pronoun is an **Adjective Clause**.

(viii.) A subordinate sentence that **modifies** a verb, **adjective** or **adverb** is an **Adverbial Clause**.

(ix.) When one subordinate clause depends on some word in **another** subordinate clause, the **latter includes the former**. For example, see analysis of sentence (i) below where a includes b and c.

(x.) **Relative pronouns** and **adjectives** and **relative adverbs** are conjunctive words which must be put in their proper place in the analysis; but **other conjunctions**, all **interjections**, and the **Nominative of Address** have no place in the analysis proper, and may be explained by an added note. See sentence (ii.) below

162.—EXAMPLES OF ANALYSIS OF COMPLEX SENTENCES.

(i.) "Thro' the black Tartar tents he passed which stood clustering like bee-hives on the low black strand of Oxus, where the summer floods o'er flow, when the sun melts the snow in high Pamir."

Kind—Complex Assertive.

Subject—‘he.’

Predicate—‘passed.’

Adv. adj. of Pred.—“Thro’....tents which....Pamir.”

Clause A.—“Which stood....Pamir.”

Kind—Adjective mod. ‘tents.’

Subject—‘Which.’

Pred. { *I.P.*—‘stood’ (151, f.).

{ *S.C.*—‘clustering.’

Adv. adj. of Pred.—1. ‘like bee-hives.’

2. ‘on....Oxus where....Pamir.’

Clause B.—“Where summer Pamir.”

Kind—Adjective mod. ‘Oxus.’

Subject—‘floods.’

Att. adj. of Sub.—1. ‘the’; 2. ‘summer.’

Predicate—‘o’er flow.’

Adv. adj. of Pred.—1. ‘where’; 2. ‘when....Pamir.’

Clause C.—“When the..... Pamir.”

Kind—Adverb mod. ‘o’erflow.’

Subject—‘sun.’

Att. adj. of Sub.—‘the.’

Predicate—‘melts.’

Object—‘snow.’

Adv. adj. of Pred.—1. ‘in high Pamir’; 2. ‘when.’

(ii.) “Was it the opinion of all that he was guilty?”

Kind—Complex Interrogative.

Rep. Sub.—‘it.’

Real Sub.—‘that he was guilty.’

Pred. { *I.P.*—‘was.’

{ *S.C.*—‘opinion.’

Att. adj. of Comp.—1. ‘the’; 2. ‘of all.’

Clause A.—‘That he was guilty.’

Kind—Noun, subject of the sentence.

Subject—‘he.’

Pred. { *I.P.*—was.

{ *S.C.*—guilty.

Substantive Conjunct.—‘that.’

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(iii.) "We told the person who called that you were engaged." Here 'person' may be called the Indirect Object, and the noun clause 'that....engaged' the Direct Object, 'who called' is adjective mod. person.

(iv.) "The fact that he said so makes me think that he knows where it was lost."

Here the noun clause 'that he said so' is in apposition with 'fact.' The objective part is like 155, vi. The noun clause 'that....lost' is the object of 'think' and contains another noun clause 'where....lost' the object of 'knows.'

(v.) "Since he has suffered this, we, that are his friends, must see that he does not bear alone the trials that misfortune brings."

Kind—Complex Assertive.

Sub.—'we'

Att. adj. of S.—'that....friends.'

Pred.—'must see.'

Obj.—'that....brings.'

Clause a.—'Since.....this.'

Kind—Adv. of reason mod. 'must see.'

Clause b.—'That....friends.'

Kind—Adj. mod. 'we.'

Clause c.—'That he....brings.'

Kind—Noun, object of 'must see.'

Clause d.—'That misfortune brings.'

Kind—Adj. mod. 'trials.'

Note.—The student should complete the analysis of the last three examples, according to the scheme given in (i) and (ii).

EXERCISE.

Give a complete analysis of the following sentences :

1. Tell me how old you are.
2. Who can have told you that puzzles me.
3. The fact that you say so is enough for me.
4. The serpent that did sting thy father's life now wears his crown.
5. I will show you the shop where I bought the apples.
6. Was that your brother who knocked at the door?
7. He knows well enough what he ought to do.
8. I will tell you a secret when I see you.
9. I would have called on you if I had known your address.
10. We went to see where the accident took place.

SUBORDINATE CLAUSES.

163.—A **Subordinate Clause** is a combination of words, including a subject and predicate, which has in a sentence the value of a single part of speech.

There are **three** kinds of clauses: (i.) **Noun Clauses**, (ii.) **Adjective Clauses**, and (iii.) **Adverb Clauses**.

The Noun Clause.

164.—A subordinate sentence that fulfils the function of a noun is called a **Noun Clause**.

INTRODUCTORY WORDS TO NOUN CLAUSES.

165.—A **Noun Clause** is introduced in one of the following ways:

(i.) By an **Indefinite** Relative Pronoun, Adjective or Adverb (**42**, ii.).

"I know **what** the matter is"; "I understand **which** one you mean"; "She told me **when** he came."

(ii.) The Substantive Conjunctions 'that', 'whether,' and (sometimes) 'if' (**131**, ii., i.). Thus,

"You say **that** I am to blame"; "Tell me **whether** it is true." The conjunction **that** is frequently omitted; as,

"He says (that) I am to blame."

THE RELATIONS OF THE NOUN CLAUSE.

166.—A **Noun Clause** may have one of the following relations:

(i) The **Subject**; as, "*That he did so* is certain." There is frequently the representative subject '**it**,' and sometimes '**this**' or '**that**'; as, "It is the truth **that** he went"; "*This* I know **that** he was here."

(ii.) The **Object** of a transitive verb; as,

"He knows **what** he is talking about"; "I saw **who** it was." It may be the **Retained Object** (**13**); thus, "I was told **that** you were there."

(iii.) The **Predicate Nominative**; as, "Things are not *what they seem*."

(iv.) The **Appositive**; as, "The fact *that he said so* is sufficient."

(v.) The **Object** of a preposition; as, "Say nothing *but what is true*."

(vi.) The **Predicate Objective** (17); as, "He made it appear *that I was guilty*."

(vii.) The **Nominative Absolute**; as, "Granted *that this is true* (=that this is true being granted), what follows?" Here the participle 'granted' modifies the noun clause 'that this is true.' Such a clause, with its modifying participle, makes an adverbial adjunct.

(viii.) The **Adverbial Objective** (18).

Like the noun, the noun clause has often an adverbial value, and may be attached to:

(a) An **Adjective**; as, "I am **sorry** *that it is so*."

Such adjectives as *glad, pleased, sorry, vexed, afraid, annoyed*, and several others, are frequently followed by this kind of a noun clause.

(b) Some **intransitive verbs**; as,

"I don't care *how (why, when or where) he got it*."

(c) Some **nouns**; as,

"We cherish the hope *that he will succeed*."

This is a peculiar construction of the noun clause. Observe that the clause 'that he will succeed' is attached to 'hope,' yet it is **not adjective**, for 'that' is not a relative pronoun, which it must be to introduce an adjective clause (134, iii.). Observe, again, that the clause is **not a noun in apposition** to 'hope,' for we cannot omit 'hope' without destroying the sense. In "The fact that he said so is enough," we can omit either 'fact' or 'that he said so,' and still have a sensible statement. This is true in every case of apposition; but in the former sentence we should destroy the sense by omitting 'hope.'

The clause, then, hardly modifies the noun 'hope,'

rather it modifies the **adjectival idea** which the noun implies. Thus, we might say, "I am hopeful that he will succeed." Hence we say it is a noun clause in the **adverbial objective**. Other examples are, "We have fears that it is lost"; "There is no need that she be present."

EXERCISE.

167.—(a) Point out the noun clauses in the following, and state their relation.

(b) State the character of the introductory word.

(c) Analyze each sentence fully.

1. When I set out is uncertain.
2. He asked me whether I was hungry.
3. The idea that I shall give my consent is ridiculous.
4. Why have we done this that we have let Israel go?
5. The trouble is he does not work.
6. Remember that an adjective clause is always introduced by a relative pronoun or its equivalent.
7. She has spoken what she should not, I am sure of that; Heaven knows what she has known.
8. Remember that the relative pronoun 'what' always introduces a noun clause.
9. The fact that the indefinite relative pronouns 'who' and 'which' always introduce noun clauses should be observed.
10. It is a rule of syntax that a relative pronoun agrees with its antecedent in person and number.
11. He made it clear that the plan was impossible.
12. I am afraid that he will not succeed.
13. He was vexed that you did not come.

The Adjective Clause.

168.—An Adjective Clause is one that fulfils the function of an adjective by modifying a noun.

INTRODUCTORY WORDS.

169.—An Adjective Clause may be introduced by:

(i.) A **Definite Relative Pronoun**, Adjective or Adverb.

"He went to the station, **where** he took the train."

(ii.) **As** and **but**, when used as relatives (138, iv.), (140, ii).

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"This is the same **as** that (is)."

(iii.) A **Relative understood** (43).

"The book I read was interesting."

Note 1.—The antecedent is sometimes not expressed but implied, (44).

"His shall be the reward **who** wins the race."

Note 2.—The antecedent is sometimes a sentence.

"He is sick **as** (or which) we know."

Note 3.—Sometimes the relative is preceded by a preposition or a phrase.

"I am sorry for them **on whom** this misfortune falls."

"The county was divided into districts, **in each of which** meetings were held."

CLASSIFICATION OF ADJECTIVE CLAUSES.

170.—According to logical value Adjective Clauses are of four classes.

(i.) **Restrictive** : That is when the clause **limits** or **restricts** the application of the antecedent. Thus,

"My brother *that goes to school* is very studious."
Here the clause limits or restricts the antecedent 'brother,' that is, distinguishes this brother from the other brothers.

(ii.) **Descriptive** : That is when the clause simply **describes**, without limiting the antecedent. Thus,

"The sun *which shines above us*."

(iii.) **Descriptive Co-ordinating** : This is when the clause is logically equivalent to a co-ordinating sentence and when, instead of the relative, a co-ordinative conjunction (usually **and**) and a demonstrative pronoun might be used. Thus,

"I gave it to the stranger *who* (=and he) *received it gladly*."

(iv.) **Adjective clause with adverbial value.**

Sometimes an adjective clause modifies, indirectly, some verbal word in the clause to which the antecedent belongs and so has the value of an **adverb of cause** or **concession**. Thus,

"He deceived his master **who** (=although he) **had**

been his friend." "I am sorry for you *who* (=since you) *haven't your lesson prepared.*"

EXERCISE.

171.—Point out and tell the logical value of the Adjective Clauses in the following, and show the word that each modifies:

(This exercise may also be used for practice in analysis).

1. He is the freeman whom the truth makes free. 2. For those that fly may fight again which he can never do that's slain. 3. His father, who was close by, came over at once. 4. We came unto the land whither thou sent us. 5. The cohort that has already crossed the river came to blows with the enemy. 6. I gave him some bread which he ate. 7. His conduct is not such as I admire. (140, ii.). 8. The serpent that did sting thy father's life, now wears a crown. 9. If, as is quite likely, you find him at home. 10. The reason why you cannot succeed is evident. 11. It was the owl that shrieked. 12. Those that think must govern those that toil. 13. As you have been often told you have no chance. 14. There is no one but knows it. 15. He did not come which I greatly regret. 16. I pity the secretary upon whom the blame will fall. 17. That life is long which answers life's great end. 18. He read a paper in which he described the mode by which the operation is usually performed.

The Adverb Clause.

172.—A Subordinate Sentence that fulfils the function of an adverb is called an **Adverbial Clause**.

173.—An Adverbial Clause may be attached to—

(i.) A verb, infinitive or participle.

"I walk *when I can.*" "To get up *when one is tired* is not pleasant." "Having finished it *when he came* we went for a walk."

(ii.) An Adjective.

"The snow was so deep *that he could not walk.*" 'That he could not walk' is an adverbial clause modifying 'deep' and correlative with 'so.'

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(iii.) An Adverb.

"He learns as **well** as one could expect." As one could expect adverbial clause modifying 'well' and is correlative with adverb 'as.'

CLASSIFICATION.

174.—The classes of Adverb Clauses correspond, for the most part, to the classes of Adverbs.

(i.) **Time** : as, "We shall come *when he returns*." Clauses of this kind begin either with **conjunctive adverbs**, *when, whenever*, or the **conjunctions**, *before, after, while, since, ere, until*, etc.

(ii.) **Place** : as, "He remained *where I left him*." These clauses are introduced by the **relative** or **conjunctive adverbs**, *where, whither, whence*, etc.

(ii.) **Manner** : as, "He did *as he was told*." Clauses of manner are commonly introduced by the relative adverb 'as.'

(iv.) **Degree** : These clauses are introduced by the conjunction *than* or the connective adverbs *the* and *as*. They are always attached to **Adjectives** or **Adverbs**, and are almost always **elliptical**, e.g.: "He is **taller than his brother** (*is tall*)."
"He is not so (or *as*) **tall as I thought** (*he was tall*)."
"As I thought (he was tall)," modifies 'tall' and is co-ordinate with the demonstrative 'so.'

"**The higher you go the** colder it becomes." 'The higher you go' modifies the comparative 'colder' and is co-ordinate with the demonstrative adverb 'the' which modifies (colder) the word 'higher' in the adverbial clause being modified by the relative Adverb 'the.' The first 'the' is a **relative** adverb corresponding to 'than' and 'as' in preceding sentences; the second 'the' is a **demonstrative** adverb corresponding to 'so' (or *as*) in the second sentence.

(v.) **Cause** : as, "I love him *because he is good*." These usually begin with the conjunctions, *because, as, since, for that* (= *for that*). "He could not have seen me *for I was not there*."

(vi.) **Purpose** : as, "He works hard *that he may succeed*." These clauses usually begin with *that* (=in order that) and *lest* (=in order that not).

(vii.) **Result** : as, "The snow was so deep *that I couldn't walk*." These are introduced by *that* (=so that). 'So' is not always expressed thus.

"Am I a dog *that* (=so that) *thou comest to me*, etc." The clause here is Adv. of Result mod. the predicate 'am a dog.'

Note.—In the first sentence the clause modifies 'deep' and is co-ordinate with 'so.'

(viii.) **Condition** : as, "*If I were you* I should go."

Clauses of this kind begin with the conjunctions *if*, *unless* (=if not) *so* (in old writers). Thus,

"I am content *so* thou will have it *so*." "I shall not go unless you do."

Note.—Sometimes the conditional clause is inverted and the conjunction is omitted, as "*Had he come* (=if he had come) it would have been well." This is called the **Inverted Conditional Clause**.

(ix.) **Concession** : as, "*Though he slay me* yet will I trust him."

This kind of Adverb Clause begins with either (a) *though* or *although*, or (b) an indefinite pronoun or adverb compounded with 'ever' ; as, *who ever*, *how ever*, etc. ; as, "*Whatever you do* make no mistake in this" ; or (c) *no conjunction*, the clause being **inverted** ; as, "*Be it ever so humble* there is no place like home," (=Although it be, etc.). "Much as I desire it I must not ask it." (=Although I desire it as much as I do, etc.). Here observe that the concessive clause contains an adverb clause of degree 'as I desire it.'

EXERCISE.

175.—(a) Classify the following Adverb Clauses according to meaning and show the relation (*i.e.* the word or words each modifies). (b) Give full analysis of each sentence.

1. If he lost his money he would never be happy again. 2. Whoever said so it is false. 3. So Mahomet and the mountain meet it is no matter which moves to the other. 4. Though hand join in hand the wicked shall not be unpunished. 5. I would not believe it unless I saw it. 6. Bad as the accommodation is, we must put up with it. (Though the accommodation is as bad as it is.) 7. Poor as they are my relations are respectable. 8. Work as he may he cannot succeed in this. 9. I will make no noise lest I should disturb you. 10. Let us go early that we may get a seat. 11. See to it that (=so that) this does not occur again. 12. He ran so fast that he was out of breath. 13. The more I learn the more I wish to learn. 14. He is taller than his brother. 15. I love study more than ever, (iv.). 16. He is not so bad as I thought. 17. It turned out as I expected. 18. Before he finished speaking the time was up. 19. It is three years (see adv. obj.) since I saw him. 20. He punished the boy whenever he did wrong. 21. He was wheeling where the road was rough. 22. Whither I go ye cannot come.

Extracts for Analysis and Parsing.

Each of these extracts may be used for the following exercises :

(i.) Point out and classify the **Principal Sentences** (145, 146).

(ii.) Point out and classify and show the relation of **Subordinate Clauses** (166, 170, 173, 174).

(iii.) Point out the **adjective** and **adverb phrases**, and give the words they modify (143).

(iv.) Parse fully the words and phrases in *italics* :

I.

"We have seen *that what* we call the '*boiling*'¹ of water is caused by the rapid *turning* of the water into steam, and the quick escape of this steam from the surface of the water. *It*² is the heat which is constantly *turning*³ the water into steam *that* drives this steam upwards. *But*, while the heat is forcing the steam upwards, the weight of the air is keeping the steam down, and the water cannot *boil*⁴ *till* the heat is able *to overcome*⁵ the resistance of the air. *It* follows from this *that* the boiling-point of water—or the heat necessary *to make* water *boil*⁶—is greater when the weight of the air is increased, and *less* when the weight of the air is less. If we stand at the level of the sea, we have *all* the air *above* us, and *consequently* it takes more heat *to boil*⁷ water by the sea-shore than it does in any other place, unless, indeed, we go down into a deep mine in the earth."

¹100. "It" is not the representative subject here, but the ordinary demonstrative, being the antecedent of the relative 'that.' ²104, i. ³97, i., a. ⁴97, iii. ⁵97, i., b. ⁶97, iii. a. ⁷To boil' here modifies 'takes.'

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II.

"All places *that* the eye of Heaven visits,
 Are, to a wise man, ports and happy *havens* :
Teach thy necessity to *reason*¹ thus ;
There is no virtue *like*² necessity.
 Think not the king *did banish* thee ;
 But thou the king. Woe doth *the*³ heavier sit
 Where it perceives, it is *but* faintly borne.
 Go, say I sent thee forth to *purchase* honour,
 And not the king exiled thee ; or suppose
Devouring pestilence hangs in our air,
 And thou art flying to a fresher clime.
 Look ; *what*⁴ thy soul holds *dear*,⁴ imagine *it*
*To lie*⁵ that *way*⁶ thou goest, not *whence* thou comest.
 Suppose the *singing* birds musicians ;
 The grass whereon thou tread'st the *presence*⁷ strewed ;
 The flowers fair ladies ; and thy *steps* no more
 Than a delightful measure or a dance ;
 For *gnarling* sorrow hath less power to *bite*
 The man that mocks at it, and sets it *light*⁸."

¹9. ²10, i. ³174, iv. ⁴20, iii, c. ⁵97, ii., b. ⁶18.
i.e., to be the presence (17).

III.

"The *way* to *get*¹ rid of folly, is to *get* rid of vain expectations, and of thoughts that *don't agree* with the nature of things. The men who have had true thoughts about water, and *what* it² will do *when* it is *turned* into steam, *and under* all sorts of circumstances, have made *themselves* a great *power*³ in the world : they are turning the wheels of engines that *will help to change* most things."

¹151, i., b. ²What it will do' is a noun-clause governed by the preposition 'about.' ³14.

IV.

"They came *to* where¹ the brushwood ceased, *and* day
 Peered 'twixt the stems ; and the ground broke away
 In a *sloped* sward down *to* a *brawling* brook,
 And up *as* high *as*² *where* they stood *to* look
 On the brook's further side was *clear* ; *but then*
 The underwood and trees began again.
 This open glen was studded *thick*³ with thorns,
 Then *while* with blossom ; and you saw the horns,
 Through the green fern, *of* the shy fallow-deer
Which come at noon down to the water *here*.
 You saw the bright-eyed squirrels *dart*⁴ along
 Under the thorns on the green sward ; and *strong*⁵
 The blackbird whistled from the dingles *near*,
 And the weird *chipping* of the woodpecker
 Rang lonelily *and sharp* ; the sky was fair,
 And a fresh breath of spring stirred everywhere."

¹See last extract note 2. ²140. ³120, iv. ⁴97, b.

V.

"And O, *ye*¹ *swelling hills* and spacious plains !
Besprent from shore to shore *with* steeple towers,
 And spires *whose* silent finger points to heaven ;
Nor wanting, at wide intervals, the *bulk*
 Of ancient minster *lifted* above the cloud
 Of the dense air, *which* town or city breeds,
To intercept the sun's glad beams—*may*² ne'er
That true succession *fail* of English hearts,
 Who with ancestral *feeling* can *perceive*
What in those holy structures ye possess
Of ornamental interest."

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VI.

"As hills seem *Alps*,¹ when² veiled in misty shroud,
 Some men seem kings, *through* mists of ignorance;
Must we have darkness, *then*, and *cloud* on cloud,
 To give our hills and pigmy kings a *chance*?
 Must we conspire to *curse*³ the *humbling*⁴ light,
 Lest some one, at *whose* feet our fathers bow'd,
 Should⁵ suddenly appear, full length,⁶ in sight,
 Scaring to laughter the *adoring* crowd?
 Oh, no! God *send*⁷ us light!—who loses then?
 The *king* of slaves and not the king of men."

¹151. ²i.e., when they are veiled. ³97, iii., a. ⁴108.
⁵64, ii., g. ⁶18.

VII.

"But the most *striking* peculiarity of these trees consists in the parasite plants by which they *are enveloped*, and which hang from their branches *down* to the ground *with* tendrils of wonderful strength. These parasites are of various kinds, the *fig* being the most *obiturate* with its embraces. It frequently *may be seen* that the original tree has departed *wholly* out of sight, and I *should* imagine almost wholly from existence; and *then* the *very* name is changed, and the cotton-tree is called a *fig-tree*."

VIII.

"The two great events of Edward the Black Prince's life, and *those* which made *him famous* in war, were the two great *battles* of Cressy and Poitiers. I *will* not now *go* into the origin of the war, *of* which these two battles formed the turning-points. *It is enough* for us to *remember* that it was undertaken by Edward III. to *gain* the crown of France, a *claim*, through his mother, which he had solemnly relinquished, but which he now *resumed* to *satisfy* the scruples of his allies, the *citizens* of Ghent, who thought *that* their oath of allegiance to the 'King of France' *would be redeemed*¹ if their leader did *but* bear the name."

¹82.

IX.

"Every reader of Virgil knows *that* the Greeks were not *merely* orators, *but* that with a pair of compasses they *could describe* the movements of the heavens and fix the *rising* of the stars; *but when* by modern astronomy we can *determine* the heliacal rising of some well-known star with *which* the worship in some *given* ancient temple. is known *to have been connected*,¹ and can fix its position on the horizon at some particular spot, *say*,² three thousand years ago, and then *find* that the axis of the temple is directed *exactly* towards that spot, we have some trustworthy scientific evidence *that* the temple in question *must have been erected*³ at a date approximately 1100 years B.C. *If* on or close⁴ to the same site we find that more *than* one temple was erected, *each having* a different orientation, these variations, following, as they may fairly be presumed *to do*,⁵ the *changing* position of the rising of the dominant star, will also afford a guide *as to*⁶ the chronological order of the different foundations. The researches of Mr. Penrose seem *to show*⁶ that in certain Greek temples, of which the date of foundation is known from history, the actual orientation corresponds with that theoretically *deduced* from astronomical data."

¹96, b; 98, 2. ²The imperative. ³89. ⁴120, i. ⁵98, 2 and 3. ⁶140.

X.

"*There* are *who*¹ ask not *if*² thine eye
Be on them; who, in love and truth,
*Where*³ no misgiving is, rely
Upon the genial sense of youth:
Glad *hearts!* *without* reproach or blot,
Who do thy work and know it not;
Long may the kindly impulse last!
But thou, if they *should totter*, teach them *to*
stand fast!"

¹The antecedent of 'who' must be supplied. ²105, ii.
³121, i, b; 120, iv.

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XI.

"*Ant.* Good friends, sweet friends, let *me*¹ not stir you up

To *such* a sudden flood of mutiny.

They that have done this deed are honorable :

What private griefs they have, alas ! I know not,

That made them *do* it ; they are wise and honorable,

And will, no *doubt*,² with reasons answer you.

I come not, friends, to *steal* away your hearts ;

I am no orator, as Brutus is :

But, as³ ye know me all, a plain, blunt man,

That loved my friend, and *that* they know full well

That gave *me* public leave to *speak* of him.

For I have *neither*⁴ wit, *nor* words, nor worth,

Action, nor utterance, nor the power of speech,

To *stir* men's blood : I only speak *right on* :

I tell you that which you *yourselves* do know ;

Show you sweet Cæsar's wounds, poor, poor dumb *mouths*,

And bid them speak for me. *But were*⁵ I Brutus,

And Brutus Antony, *there were*⁶ an Antony⁷

Would ruffle up your spirits, and put a tongue

In every wound of Cæsar that *should*⁸ move

The stones of Rome to *rise* and mutiny."

¹16. ²The nominative absolute 'no doubt' is in the adverbial relation to 'answer.' ³'As' is a relative pronoun, antecedent 'I am a plain, blunt man' in the predicate objective relation (17). ⁴131, i., c. ⁵64, ii., a. ⁶'Were' = would be (64, iii.). ⁷136. ⁸80; 71, i., b.

XII.

"For *when* the noble Cæsar saw him stab,
Ingratitude, more strong *than* traitors' arms,
Quite vanquished him ; then *burst* his mighty heart
And in his mantle *muffling* up his face,
Even at the base of Pompey's statua
Which all the *while*¹ ran blood,² great Cæsar fell."

¹18. ²8, i.

XIII.

"Thoroughness in work is the chief end of all education, *whether* that education is *displayed* in mental or in manual labor. '*Whatsoever* thy hand findeth to do, do it with all thy might.' That is the golden rule which *ought to be engraved* on the heart of every man, *whatever be*¹ his condition in life, and whatever the work he is called upon to do. Nelson's last signal—'England expects every man to do'² his duty—which thrilled the hearts of our British sailors before the victory of Trafalgar, does *but* express the idea which is the *mainspring* of all true greatness, whether national or private—namely,³ *thoroughness* in work."

¹The subjunctive here is most like 64, ii., b. ²97, ii., b.

³Adverb mod. the phrase 'thoroughness in work.'

XIV.

"If '*better*' were *better indeed*, and not '*worse*,'
 I *might* go ahead with the *rest*,
 But *many* a gain and a joy is a *curse*,
 And many a grief for the *best* :
 No!—duties are *all* the '*advantage*' I use ;
 I pine not for praise *nor* for pelf,
 And *as to* ambition, I care not to *choose*
 My *better* or worse for myself !"

XV.

"A motion from the river *won*
 Ridged the smooth level, *bearing on*
 My shallop thro' the star-strown calm,
Until another night in night
 I enter'd, *from* the clearer light,
 Imbower'd *vaults* of pillar'd palm,
Imprisoning sweets, *which*, as they clomb
Heavenward, were stay'd beneath the dome
 Of hollow boughs.—A goodly *time*,
 For it was in the golden prime
 Of good Haroun Alraschid."

XVI.

"The poet in a golden clime was born,
 With golden stars *above* ;
Dower'd with the hate of hate, the scorn of scorn,
 The *love* of love.

He saw thro' life *and* death, thro' *good* and ill,
 He saw thro' his own soul.
 The marvel of the *everlasting* will,
 An open *scroll*,

Before him lay : with *echoing* feet he threaded
 The secretest walks of fame ;
 The viewless arrows of his thoughts were headed
 And wing'd with flame,

*Like*¹ Indian reeds *blown* from his silver tongue,
 And *of* so fierce a flight,
From Calpe unto Caucasus they sung,
Filling with light

And vagrant melodies the *winds* which bore
 Them earthward *till* they lit ;
Then like the arrow seeds of the field flower,
 The fruitful wit

Cleaving, took root, and *springing* forth anew
 Where'er they fell, behold,
Like to the mother plant in semblance, grew
 A *flower* all gold,

And bravely furnish'd *all* abroad to *fling*²
 The winged shafts of truth,
To throng with stately blooms the *breathing* spring
 Of Hope and Youth.

¹ 'Like,' when an adjective or adverb, has generally a prepositional force (10, i.). ²97.

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